

Student Course Guide for Exploring Society

7TH EDITION

SOCIOLOGY in our times

The Essentials

DIANA KENDALL



JENIFER KUNZ



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Student Course Guide

for

EXPLORING Society

Introduction to Sociology

Second Edition

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Dallas TeleLearning

R. Jan LeCroy Center for Educational Telecommunications

Dallas County Community College District

For use with the seventh edition of *Sociology in Our Times: The Essentials*
by Diana Kendall



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Professor Penney is an educator who has spent her professional career in the classroom. She has a specialized interest in instructional design and learning styles. The heart of her approach in the classroom involves active learning methods. Jane believes the primary challenge for education is to make content real for students. She thinks of herself as a part of a learning community where both students and educators share in the teaching process.

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A Final Note:

With careful and thoughtful application of your time and energy to the material presented in this course, you should have a rewarding experience in the broadest sense of that term. I, along with other members of the production team, have put forth our best efforts to create a quality course. However, my experience teaches me that any course can be improved, so I encourage you to share any ideas about it with me. Please send your comments to Jane A. Penney, R. Jan LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX 75243-2112, or email me at jpenney@dcccd.edu.

To the Student

Education is the great equalizer of the conditions of men.

—Horace Mann
(1796–1859)

You cannot teach a man anything; you can only help him find it within himself.

—Galileo Galilei
(1564–1642)

Dear Student:

You are about to be given a new perspective at something very familiar--the common social world in which you live. I invite you to take the first step and view the social forces that influence both your private and public life. Whether you graduate from college, who and when you marry, how you will raise your children, what will be your occupation, even your personal attitudes, political beliefs, religious affiliation, and how you spend your free time are all molded and shaped in large part by larger social forces beyond your control.

We are all social beings. Not only do humans live in close proximity to each other, but an individual's self--his or her everyday way of thinking and behaving--is a product of social interaction. Sociology helps us to understand the larger parts, as well as the smaller parts, of social life that influence our everyday behavior.

As you go through this course be sure to ask yourself, "How does this apply to my life?" Sociology is all around us. If you will ask yourself this question as you journey through this course I promise you that you will come to understand yourself better and the social world in which you live. I invite you to jump right in and begin the journey.

—Jenifer Kunz

Student Course Guide Organization

Exploring Society, Introduction to Sociology is designed as a comprehensive learning package consisting of three elements: student course guide, textbook, and video programs.

STUDENT COURSE GUIDE

This student course guide serves as your daily instructor. If you follow the suggested Study Guidelines carefully, you should successfully accomplish all the requirements for this course. (See the section entitled “Student Course Guidelines,” p. viii)

TEXTBOOK

In addition to the student course guide, the required book for this course is:

Kendall, Diana. *Sociology in Our Times: The Essentials*, Seventh Edition. Belmont, CA: Wadsworth/ Cengage Learning, 2009.

ISBN-10: 0495598623

ISBN-13: 9780495598626

This comprehensive, student-friendly introductory textbook emphasizes the reality of social change and its impact on individuals, groups, and societies throughout the world. The text carefully balances contemporary and classical theory and research, with special attention to the contributions of female and minority social scientists and cross-cultural studies.

VIDEO PROGRAMS

The video program series for this student course is:

Exploring Society, Introduction to Sociology

Each video program has a corresponding student course guide assignment that includes text readings associated with the lesson topic. The video programs are presented in a documentary format and are designed to engage the viewer through analysis and perspectives of the issues being discussed. Watch them closely.

If the programs are broadcast more than once in your area, or if video or audio tapes are available at your college, you might find it helpful to watch the video programs more than once or to listen to an audio tape for review. Since examination questions will be taken from the video programs as well as from the textbook, careful attention to both is vital to your success.

COMPUTER-BASED ACTIVITIES

Self-graded interactive exercises, pre- and post-self-assessments, and case-based, problem-solving scenarios are available to students whose institutions have opted to offer these. These activities are useful for reinforcement and review of lesson content and learning objectives. The interactive activities are offered in two formats: CD-ROM and Internet. Ask your instructor how to access these activities if they are listed in your syllabus as a course requirement.

Student Course Guidelines

Follow these guidelines as you study the material presented in each lesson:

1. OVERVIEW—

Read the Overview for an introduction to the lesson material.

2. LESSON ASSIGNMENT—

Review the Lesson Assignment in order to schedule your time appropriately. Pay careful attention—the titles and numbers of the textbook chapters, the student course guide lessons, and the video programs may be different from one another.

3. LESSON GOAL—

Review the Lesson Goal to learn what you are expected to know or be able to do upon completion of the lesson.

4. LESSON LEARNING OBJECTIVES—

Review the Learning Objectives to guide you in successfully mastering the lesson content and achieving the Lesson Goal.

5. REVIEW—

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

6. LESSON FOCUS POINTS—

Pay attention to the Lesson Focus Points to get the most from your reading and viewing. You may want to write responses or notes to reinforce what you learn as you progress through the lesson material.

7. RELATED ACTIVITIES—

The Related Activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in the lesson.

8. PRACTICE TEST—

The Practice Test will help you evaluate your understanding of the material in this lesson. Use the Answer Key located at the end of the lesson to check your answers or reference material related to each question.

9. ANSWER KEY—

The Answer Key provides answers and references for the Practice Test questions.

Lesson 1

Why Sociology?

OVERVIEW

Why study sociology? What will you gain by developing a *sociological imagination*? How does studying sociology help you to better understand how people interact socially within groups, organizations, and society, and why people make the choices they do? As you study sociology, you will develop your sociological imagination and gain a better understanding of your social world.

What attracts people to the discipline of sociology? What types of events and conditions do sociologists study? What makes the way that sociologists study people unique and different from the simple observations we make every day?

Sociology provides tools that can help us understand the forces at work in society. By using these tools, sociologists challenge us to explore our social world and the larger, global environment in which we live.

What is *visual sociology*? In the video lesson, you will meet sociologist Carol Chenault. She travels the world with her photographer husband and captures on film images of unique cultures. Chenault uses these photographs in her teaching to help her students gain a better understanding of distant cultures and peoples. What do such visual images teach us about cultures, people, and life? Are pictures truly worth “a thousand words”?

Also in this lesson, you will learn about the men and women who provided the foundation and contributed to sociology becoming a discipline that is recognized by cultures and societies throughout the world, like Harriet Martineau, a sociologist of the early nineteenth century. Today, there are many women who have spent their professional lives making important sociological contributions. Sociology has a history of development that is important because it helps us understand how it came to be the widely accepted discipline it is today.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 1, “The Sociological Perspective and Research Process,” pp. 2–17.

Video: “Why Sociology?” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will know how sociology developed as a discipline and have an appreciation for the sociological way of looking at things.

LESSON LEARNING OBJECTIVES

1. Identify sociology as a discipline.
2. Describe *visual* sociology.
3. Describe the development of sociology as a discipline.
4. Explain how a sociological imagination increases awareness of self and society.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Why is sociology a discipline?
2. How did sociology develop as a discipline?
3. How does sociology differ from common sense?
4. What topics do sociologists study?
5. What is *sociological imagination*?
6. How does sociology differ from other disciplines?
7. What are the three different levels of society's complexity that sociologists study? Be able to provide examples.
8. How does a systematic observation of society contribute to our understanding of society?
9. What is *visual sociology*?
10. How does visual sociology provide important clues about society?
11. How did the following people contribute to sociology?
 - A. Auguste Comte
 - B. Harriet Martineau
 - C. Herbert Spencer
 - D. Emile Durkheim
 - E. Karl Marx
 - F. Max Weber
 - G. Georg Simmel
 - H. Jane Addams
 - I. W.E.B. Du Bois
12. What is the beginning of sociology in the United States?

RELATED ACTIVITIES

1. Attend a local, community parade. After viewing the parade with your sociological imagination, write a paper about what you discovered about your community.
2. Find a visual image (in a magazine or book) that you think reflects something important about society. Copy the picture and write a paper about what you have learned about society from visual images.
3. View a current, popular movie. Write about how the movie does or does not reflect society. Give specific examples from the movie.
4. Ask five people what they think sociology is. Compare their responses to the chapter discussion about sociology. Write up a short paper summarizing their answers with your interpretation about what sociology really is.
5. Locate three current events. One should be on the local level, national level and international level. Write about how each one of these events affects society at the local, national and international levels.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Sociology is defined as:
 - A. the systematic study of human society and social interaction.
 - B. the methodological analysis of groups and individuals.
 - C. the scientific analysis of premodern people.
 - D. the academic discipline that exams individual human behavior.
2. All of the following are true regarding sociology except:
 - A. Sociology promotes understanding and tolerance by enabling each of us to look beyond institutions.
 - B. Sociology allows us to move beyond established ways of thinking.
 - C. Sociology is a comparative study between animals and humans.
 - D. Sociology allows us (sociologists) to apply theoretical perspectives and research methods to explain human behavior.
3. Sociology involves the _____ of social behavior.
 - A. scientific study
 - B. individual application
 - C. historical evolution
 - D. individual selection

4. The term that is used to describe an awareness of the relationship between an individual and the wider society is _____.
 - A. anomie
 - B. science
 - C. Verstehen
 - D. the sociological imagination
5. The belief that African-Americans do not commit suicide is an example of:
 - A. a racial characteristic
 - B. a myth
 - C. group behavior
 - D. applied sociology
6. _____ sociology involves observational techniques of photography and videotape.
 - A. Popular
 - B. Visual
 - C. Cultural
 - D. Reflective
7. Which of the following could NOT be conveyed as an element of visual sociology?
 - A. Characteristics of culture
 - B. The social structure of a community
 - C. Patterns of inequality
 - D. An interpretation of the image
8. Which of the following sociologists identified various characteristics of bureaucracy as an ideal type?
 - A. Karl Marx
 - B. Max Weber
 - C. Émile Durkheim
 - D. Harriet Martineau
9. Early sociological thinkers understood the importance of applying _____ to the study of society.
 - A. numerical ideology
 - B. psychological profiles
 - C. informal observation
 - D. the scientific method
10. The word “sociology” was coined by French philosopher, _____.
 - A. Auguste Comte
 - B. Comte August
 - C. Simon Compte
 - D. Renon Revoir

11. In the late nineteenth century in France, _____ wrestled with the issue of modernization and rapid social change.
 - A. Max Weber
 - B. Karl Marx
 - C. Auguste Comte
 - D. Émile Durkheim
12. Emile Durkheim is noted for his study of:
 - A. women's issues
 - B. suicide
 - C. developmental disabilities
 - D. gender roles
13. The concept that helps us to distinguish between public issues and personal troubles is _____.
 - A. society
 - B. sociological imagination
 - C. philosophical contradiction
 - D. positivism
14. The first departments of sociology were established at:
 - A. Columbia University and University of California
 - B. University of New York; Cornell University
 - C. Atlanta University and University of Chicago
 - D. College of Illinois; Yale
15. _____ was founded by Jane Addams to serve the poor immigrant neighborhood in Chicago.
 - A. Hudson Bay Settlement
 - B. Chicago Circle
 - C. Hampton House
 - D. Hull House
16. W. E. B. Du Bois:
 - A. utilized sociology as a method of social reform
 - B. helped to found the NAACP (National Association for the Advancement of Colored People)
 - C. conducted a classical sociological study called The Philadelphia Negro: A Social Study
 - D. all of the above

17. Often referred to as a sort of mother figure in the sociological tradition, _____ helped others understand that sociology had a purpose and could provide a set of explanations that other fields could not.
- A. Jane Addams
 - B. Ida B. Wells-Barnett
 - C. Jane B. Wells
 - D. Ida Simpkins
18. Which of these countries would NOT be considered a high-income country?
- A. United States
 - B. Canada
 - C. India
 - D. Japan
19. Which of the following is NOT accomplished after developing a sociological imagination?
- A. Your ability to participate in social life
 - B. Your ability to step back from social life
 - C. Your ability to analyze the broader meanings of social life
 - D. Your ability to get along with other people
20. Developing and strengthening your sociological imagination means that you will _____.
- A. learn how to apply evidence to your views
 - B. modify your views based on evidence
 - C. both A and B
 - D. none of the above
21. _____ is/are a condition in which social control becomes ineffective as a result of the loss of shared values and a sense of purpose in society.
- A. Anomie
 - B. Social facts
 - C. Theory
 - D. Social conditioning
22. In the Marxian framework, the capitalist class, or _____ comprises those who own and control the means of production.
- A. proletariat
 - B. plebs
 - C. masses
 - D. bourgeoisie

23. _____ acknowledged that economic interests are important in shaping human actions while realizing that economic systems were heavily influenced by other factors in a society.
- A. Durkheim
 - B. Marx
 - C. Weber
 - D. Simmel
24. _____ theorized about society as a web of patterned interactions among people.
- A. Durkheim
 - B. Marx
 - C. Mead
 - D. Simmel
25. The first department of sociology in the United States was established at the University of _____.
- A. Atlanta.
 - B. Chicago.
 - C. William and Mary.
 - D. Michigan.

True / False

- 1. Low-income countries are nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.
- 2. The process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries is called urbanization.
- 3. Commonsense notions only require that one believe them.
- 4. Harriet Martineau was noted for her studies of social customs between Great Britain and the United States.
- 5. Emile Durkheim observed that rapid change and more specialized division of labor produces strain in a society.
- 6. Jane Addams was one of the founders of the NAACP.
- 7. According to Marx, class conflict is the struggle between different ethnic groups.
- 8. The identity conflict of being both a black and an American is called double consciousness.
- 9. People who talk about suicide don't do it.

10. The belief that those species of animals, including human beings, best adapted to their environment survive and prosper, whereas those poorly adapted die out is known as social Darwinism.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Discuss the benefits of developing a sociological imagination. Give an example of how using a sociological imagination is beneficial.
2. Can any research dealing with human behavior be value free? Why or Why not?
3. Explain George Simmel's view of society.

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. A.....LO 1 textbook, p. 4
2. CLO 1 textbook, pp. 4-6
3. ALO 1 textbook, p.4; video segment 2
4. DLO 1 textbook, p.7; video segment 2
5. BLO 1 textbook, p. 5
6. B.....LO 2 video segment 3
7. D.....LO 2 video segment 3
8. B.....LO 3 textbook, pp. 14-15
9. D.....LO 3 textbook, p.10; video segment 4
10. A.....LO 3 textbook, p.10; video segment 4
11. D.....LO 3 textbook, pp. 10-13; video segment 4
12. BLO 3 textbook, p. 13
13. B.....LO 3 textbook, p. 7; video segment 2
14. C.....LO 3 textbook, pp. 16-17
15. D.....LO 3 video segment 4
16. D.....LO 3 textbook, p. 17
17. B.....LO 3 video segment 4
18. C.....LO 4 textbook, pp. 8-9
19. D.....LO 4 textbook, pp. 7-8
20. B.....LO 4 textbook, pp. 5-8
21. A.....LO 1 textbook, p.13
22. D.....LO 3 textbook, p.14
23. C.....LO 3 textbook, p.15
24. D.....LO 3 textbook, pp. 15-16
25. B.....LO 1 textbook, p.16

True / False:

1. F.....LO 4 textbook, pp. 8-9
2. F.....LO 4 textbook, p. 9
3. T.....LO 1 textbook, p. 5
4. T.....LO 3 textbook, p. 11
5. T.....LO 3 textbook, pp. 12-13
6. F.....LO 3 textbook, pp. 16-17
7. F.....LO 3 textbook, p. 14
8. T.....LO 2 textbook, p. 17
9. F.....LO 3 textbook, p. 5
10. T.....LO 3 textbook, p. 12

Essay Questions

Answers should include the following types of statements/points:

1.LO 4.....textbook, pp. 7-8
Developing a sociological imagination enables a person to participate in social life and step back and analyze the broader meanings of what is going on. Example: a parade, while fun and entertaining, also presents insights into the society and community. How do the people relate to one another? What stereotypes persist? How inclusive or diversity are the participants? Who sponsors the parade? Are there clues about gender roles?
2.LO 1.....textbook, p. 6
Some sociologists argue that sociology should be value free; others do not think it is an attainable or desirable goal when studying human behavior. The over lying factor is that we are not value free. Sociologists have resorted to seeking out multiple causes and effects of social issues
3.LO 3.....textbook, pp. 15-16
Simmel believed that society is a web of patterned interactions among people. He argued that if we focus on the behavior of individuals only, we will probably miss the underlying forms that make up the “geometry of social life.”

LESSON CONTRIBUTORS

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Lesson 2

Sociological Perspectives

OVERVIEW

Examining our social world is not a haphazard and naïve activity. It is a disciplined and critical process. To explore the multidimensional nature of our society, sociologists use *sociological perspectives*. These perspectives provide valuable insights into the social structures which people create to maintain order in their relationships. Sociologists use the perspectives to explore human conflict associated with control and power and how we construct social meanings in our groups, communities, and society.

In this video lesson, you will learn about each of the sociological perspectives and their respective characteristics. The functionalist perspective stresses the structure and organization of our society and helps us understand how all the intricate workings of our society function to meet our needs. Order, structure, purpose—these are the key words associated with the functionalist perspective.

The conflict perspective focuses on social change. The key words are conflict, power, and control. When using the conflict perspective, a sociologist would ask questions like: Who has the power? Who is in control? Who has the most to gain? Often issues related to wealth and access to powerful resources provide the research questions most appropriate for the conflict perspective. Emerging from this perspective, the feminist perspective examines issues related to gender and social control, power, and access.

The interactionist perspective is about how social interactions and interplay define our social world. The key words are communication, interpretation, and shared meanings. When using the interactionist perspective, a sociologist would ask questions like: How do people communicate, negotiate, share, or compete? What is the result of the interactions among people? One area of study that is best probed using the interactionist perspective is the power of language and labels.

In this video lesson, you will see how using the sociological perspective enhances our understanding of an artistic depiction of the social life on a sugar plantation in old Mexico. You will also learn how using the sociological perspective broadens our interpretation of major news events, like the story of Elian Gonzalez. Beginning with his flight from Cuba, to his ultimate reunion with his father, and return to Cuba, each sociological perspective asks different sorts of questions and examines different levels of social interaction throughout the event.

Whether it is paintings or news events we're trying to understand, the sociological perspectives can help us assemble the pieces of the multidimensional puzzle we call society.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 1, "The Sociological Perspective and Research Process," pp. 17-24.

Video: "Sociological Perspectives" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to distinguish among the sociological perspectives in sociology.

LESSON LEARNING OBJECTIVES

1. Describe the major sociological perspectives.
2. Describe the feminist sociological perspective.
3. Interpret an event using the sociological perspectives.
4. Explain how the sociological perspectives contribute to a critical understanding of society.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *symbolic interactionism*?
2. What is *functionalism*?
3. What is the conflict perspective?
4. What is the feminist perspective?
5. How are the sociological perspectives alike and/or different?
6. How do sociologists interpret social events using the interactionist perspective? What questions might they ask? What elements of the events do they observe?
7. How do sociologists interpret social events using the functionalist perspective? What questions might they ask? What elements of the events do they observe?
8. How do sociologists interpret social events using the conflict perspective? What questions might they ask? What elements of the events do they observe?
9. Why is a critical understanding of social behavior important?
10. How do the three sociological perspectives contribute to our critical understanding of social relationships and groups?
11. What are the benefits of examining issues from more than one perspective?
12. What issues would be examined using the feminist perspective?

RELATED ACTIVITIES

1. With which of the sociological perspectives do you identify the most; that is, which is most similar to your view of society and social life? Explain what life experiences have influenced your thinking.
2. Look in the newspaper for an article about a current event. Interpret that event using the sociological perspectives. Point out the key questions/issues that each of the sociological perspectives would help sociologists explore.
3. Write an essay that supports the value of seeking a multidimensional view of society.
4. Make a list of the four major theoretical perspectives discussed in the text. Identify the level of analysis used for each perspective. Write a brief description on how each theoretical perspectives views society.
5. Make a visit to your local shopping mall. Observe the behavior of the people and situations that you see. Make a list of the manifest and latent functions you observe. Compare the manifest and latent functions you observe with those mentioned in the book.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Sociological _____ are sets of ideas and theories that sociologists use in attempting to understand various problems of human society.
A. theories
B. correlations
C. perspectives
D. tools
2. Which sociological perspective views social order and social change as resulting from repeated interactions between people?
A. Functionalism
B. Conflict perspective
C. Feminist perspective
D. Symbolic Interactionism
3. At which level of analysis of social life does the symbolic interactionist perspective usually occur?
A. Interpersonal relationships
B. Bureaucratic interactions
C. Governmental interactions
D. All of the above

4. _____ calls attention to how social life is constructed through mundane acts of social communication.
- A. Symbolic constructivism
 - B. Symbolic interactionism
 - C. Interactive symbolism
 - D. Interpretive symbolic theory
5. The _____ perspective asks how society manages to carry out the jobs it must perform in order to maintain social order.
- A. conflict
 - B. feminist
 - C. interactionist
 - D. functionalist
6. Which of the following would be a visual metaphor for the functionalist arrangement of the division of labor?
- A. hiring a maid
 - B. the husband does instrumental tasks and the wife does expressive ones
 - C. having a messy house
 - D. all of the above
7. When various structures of society become poorly integrated because of social change, the formerly useful functions can become _____.
- A. dysfunctional
 - B. dysfunctional
 - C. segregated
 - D. non-functional
8. In an agrarian society, a large family is considered valuable with many members contributing to the well-being of the family when lots of hands were needed to harvest crops. In an industrial society, a large family might be considered _____.
- A. dysfunctional
 - B. functionalistic
 - C. interactive
 - D. conflictism
9. Which of the following events of the 1960s provided impetus to the conflict perspective of sociology?
- A. The women's movement
 - B. Anti-war demonstrations
 - C. Environmental protests
 - D. All of the above

10. The concept of _____ is central in conflict theory.
- A. power
 - B. human rights
 - C. equality
 - D. authority
11. _____ was responsible for the foundation of ideas for the conflict perspective of sociology.
- A. Emile Durkheim
 - B. Karl Marx
 - C. Auguste Comte
 - D. Georg Simmel
12. _____ is the ability of an individual or group to change the behavior of others.
- A. Authority
 - B. Control
 - ☒ C. Power
 - D. None of the above
13. Which of the following issues would be examined using the feminist perspective?
- A. Gender and social control
 - B. Gender and power
 - C. Gender and access
 - D. All of the above
14. The _____ perspective presents the idea that the sociological study of society has been the study of men in society, not the entire society.
- A. masculinist
 - B. feminist
 - C. individualist
 - D. gender
15. When Karl Marx studied work, he completely ignored _____.
- A. factory work
 - B. men's work
 - C. blue collar work
 - D. work in the home
16. One question explored by the feminist perspective is, _____ ?
- A. why do men make more money than women
 - B. why hasn't a woman been president of the United States
 - C. why isn't the United States Senate composed of more women
 - D. all of the above

17. One of the challenges for sociologists is to attempt to _____.
A. become involved in the event
B. just deal with facts
C. step back and look at a situation
D. change society
18. Part of the reason the Elian Gonzales story became so emotionally charged is because _____.
A. many in Miami's Cuban community arrived in the same manner
B. people distrust the United States government
C. Elian Gonzales had lost his mother
D. Elian's father was unfit
19. For Cuban Americans, Elian Gonzales was a symbol of _____.
A. anti-American sentiments
B. the struggle against Fidel Castro
C. the old Cuba they knew
D. all of the above
20. Signs, gestures, written language, and shared values are all examples of:
A. symbols.
B. psychological defense mechanisms.
C. norms.
D. roles.
21. _____ are intended and/or overtly recognized by the participants in a social unit.
A. Latent functions
B. Hidden functions
C. Manifest functions
D. Lazzi-faire functions

True / False

1. In the Marxian framework, class conflict is the struggle between the capitalist class and the working class.
2. Postmodernism is a most recent theoretical perspective.
3. From the functional perspective, people sometimes commit suicide because they have lost the ability to dream.
4. According to Robert K. Merton, manifest functions are intended and/or overtly recognized by the participants in a social unit.
5. Symbolic interactionist perspectives are based on a macro level analysis of society.

6. Emile Durkheim was one of the first sociologists to study suicide systematically.
7. Macro level analysis examines whole societies, large-scale structures, and social systems.
8. According to post-modern theory, a *patriarchy* is a system in which men dominate women and in which things that are considered to be “male” or “masculine” are more highly valued than those considered to be “female” or “feminine.”

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. Using the sociological perspectives to examine a situation provides one with a multidimensional understanding of that situation. What is the central focus of each sociological perspective? What are the advantages of using more than one sociological perspective?
2. What are the major contemporary sociological perspectives?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. C.....LO 1 textbook, p. 17
2. DLO 1textbook, pp. 21-22; video segment 2
3. ALO 1textbook, pp. 21-22; video segment 2
4. BLO 1 textbook, pp. 21-22
5. DLO 1textbook, pp. 18-19; video segment 2
6. BLO 1 textbook, pp. 18-19
7. BLO 1 textbook, p. 19
8. ALO 1 textbook, p. 19
9. DLO 1 video segment 3
10. ALO 1 textbook, p. 20
11. BLO 1 textbook, p. 20
12. CLO 1 textbook, p. 20
13. DLO 2telecourse guide lesson overview, p. 11
14. B.....LO 2 video segment 3
15. DLO 2 video segment 3
16. DLO 2 video segment 3
17. C.....LO 3 video segment 4
18. ALO 3 video segment 4
19. B.....LO 3 video segment 4
20. A.....LO 3.....textbook, p. 22
21. C.....LO 1.....textbook, p. 16

True / False

1. True.....LO 1 textbook, p. 20
2. True.....LO 1 textbook, pp. 23-24
3. True.....LO 1 textbook, pp. 18-19
4. True.....LO 1 textbook, pp. 18-19
5. False.....LO 1 textbook, p. 21
6. True.....LO 1 textbook, p. 19
7. True.....LO 4 textbook, p. 21
8. False.....LO 4 textbook, p. 20

Essay Questions

Answers should include the following types of statements/points:

1.LO 4 textbook, p. 17-24

Central focus—sociological perspectives

- Functionalist: looks at issues involved with order, structure; examines the function of society's organization and structures in resolving issues.
- Conflict: looks at issues centered around power, control, and access; examines who has control and power.
 - ◆ Feminist: examines some issues as the conflict perspective but in relation to gender.
- Interactionist: looks at shared meanings, communication and interpretations; examines how different groups can interpret the same event in very different terms.

Advantages:

- No one perspective can provide a complete explanation—a deeper understanding is gained by using all the sociological perspectives.
- Provides insights into how different groups interpret an event very differently.
- Our society is too complex for one perspective; a multidimensional view of society is desirable.
- Helps you gain an understanding of diversity of views and attitudes.

2.LO 4 textbook, p. 17-24

The functionalist perspective argues that society is a stable, orderly system characterized by societal consensus. The conflict perspective assumes that society is a continuous power struggle among competing groups. The power struggle is often illustrated by social class, race, ethnicity and/or gender. Symbolic interactionists focus on how people make sense of their everyday social interactions. Finally, postmodernists argue that entirely new ways of examining social life are needed and that the time is now to move beyond the more traditional theoretical approaches.

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Lesson 3

Sociological Inquiry

OVERVIEW

Everyday, we hear statistics about various products and events that are intended to influence our behavior. On television, a particular product is said to be 99% effective, or consumers select one product over a like product 80% of the time, or 84% of voters are projected as supporting a particular candidate. We are surrounded by such information and often assume such statistics to be the result of scientific investigation. But are they?

Often, we draw conclusions about our world by making casual observations. For example, we ask friends for their opinions; we base our assumptions on an article we read; we listen to newscasters and believe what they tell us. We prepare for a test by completing a practice test to determine how ready we are for the real test. If we do well on the practice test, we conclude that we are ready for the test; if we do poorly on the practice test, we draw a different conclusion. Are such conclusions accurate?

While such casual approaches seem helpful, there are more formal methods that sociologists use in research. Sociologists know that their studies are going to be scrutinized by other sociologists. Applying the philosophy of empiricism to the investigation of human group behavior is what distinguishes sociological scientific research from casual observation. The use of scientific research is part of what makes sociology a recognized discipline.

In this lesson, you will meet sociologists who are involved in very different research projects. Rob Gardner, a sociologist in Colorado, loves blue-grass music and uses a qualitative research method to gather insights about this community of musicians. Juanita Firestone and Richard Harris use quantitative research to explore sexual harassment in the military. Sociologists William Kornblum and Terry Williams use a mixed methods approach, combining qualitative and quantitative methods to probe the world of the homeless in New York City.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 1, “The Sociological Perspective and Research Process,” pp. 24-37.

Video: “Sociological Inquiry” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain how the process by which sociologists study group behavior differs from casual observations and common sense conclusions.

LESSON LEARNING OBJECTIVES

1. Discuss why empirical research is important to the discipline of sociology.
2. Using an example, explain the process of quantitative research.
3. Using an example, explain the process of qualitative research.
4. Discuss the mixed methods/triangulation approach to sociological inquiry.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What are some limitations in accepting common sense conclusions as truths?
2. What is *positivism*?
3. What are the major types of research methods?
4. Why is empirical research important to sociology?
5. What is the difference between qualitative and quantitative research?
6. What is *ethnography*?
7. What are the advantages of each type of sociological inquiry?
8. What makes the information gained through sociological inquiry different from information you read in everyday newspapers and magazines?
9. What is the difference between a dependent and an independent variable?
10. What are the basic methods used to conducting research in sociology?
11. What is the difference between a control group and an experimental group in research?
12. What are examples of survey research?
13. What are some ethical considerations to consider when conducting sociological research?
14. What are the definitions of privacy, confidentiality, and informed consent?
15. What does the term *correlation* mean?

RELATED ACTIVITIES

1. If you had a large grant to do a sociological study, what subject, issue, or problem would you like to study? Why did you choose that topic; that is, what was there about your experiences, background, and interests that caused you to focus on that topic?

2. Your neighborhood offers many opportunities to do sociological research using unobtrusive measures. Describe at least two possible studies that could be done in your neighborhood using this method. How would you gather your evidence? What is it about people's lifestyles, groups, or social relationships that you could discover using this technique?
3. Design a questionnaire to discover student attitudes toward telecourses. Compose at least four questions to obtain the information you need. You may use "open questions" or "closed questions." Describe the kind of sample you would use, as well as how you would identify your respondents and acquire the responses to the questionnaire, that is, how you would gather your data.
4. Select a research study reported in a sociological journal. Identify the parts of the research that correspond to the steps of the scientific method.
5. Select a topic that interests you. Read an article in a popular magazine about that topic. Then find and read a research article about the same topic in a sociological journal. Describe the differences you found between the two sources of information.
6. Identify a potential research topic. For example, drug abuse. Go through each step of the "conventional" research model and identify what you could do at each step of your research using drug abuse as the model.
7. List the research methods discussed in this chapter. Identify the strengths and weaknesses of each.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. A/an _____ is a detailed study of the life and activities of a group of people by researchers who may live with that group over a period of years.
 - A. correlational study
 - B. ethnography
 - C. experiment
 - D. content analysis
2. Which of the following statements is supported by research?
 - A. Couples who live together before marriage have more successful marriages than those couples who do not.
 - B. Our welfare system encourages teenage girls to have more children.
 - C. The difference in the behavior of men and women is simply human nature.
 - D. There is no significant statistical difference in the divorce rate of couples who live together before marriage and those who do not live together before marriage.

3. Sociologists use the _____ method to collect and analyze information.
- A. scientific
 - B. survey
 - C. social science
 - D. sociology
4. The methodology that sociologists use to study issues means that the study can be _____ by other sociologists.
- A. observed
 - B. written
 - C. replicated
 - D. collected
5. _____ sociological research relies on statistical analysis and its focus is usually narrow and concise.
- A. Qualitative
 - B. Quantitative
 - C. Sample
 - D. Observation
6. To the sociologist, which research method makes important contributions to the discipline of sociology?
- A. Ethnography
 - B. Qualitative research
 - C. Quantitative research
 - D. All of the above
7. In _____, researchers use existing material and analyze data that were originally collected by others.
- A. primary analysis
 - B. tertiary analysis
 - ☒ C. secondary analysis
 - D. manifest analysis
8. The _____ is a factor the researcher believes causes changes in the dependent variable.
- A. correlated variable
 - B. interrelated variable
 - ☒ C. independent variable
 - D. hypothesis
9. Which of the following research methods describes a situation in which the researcher observes and studies subjects in their natural setting?
- A. Content Analysis
 - B. Field research
 - C. Survey
 - D. Controlled experiment

10. What process guides the sociologist doing quantitative research?
- A. Interview
 - B. Survey
 - C. Scientific method
 - D. Social method
11. According to Firestone and Harris' research findings, _____ is one of the means of keeping stratification strong within the military.
- A. participatory organization
 - B. special training
 - C. sexual harassment
 - D. hierarchy of power
12. After reviewing the literature, which of the following steps comes next in the scientific method?
- A. gathering data
 - B. forming conclusions
 - C. reporting findings
 - D. sharing information
13. Sociologists Juanita Firestone and Richard Harris designed their research study to use _____ analysis.
- A. quantitative
 - B. qualitative
 - C. subjective
 - D. objective
14. In an experiment, the subjects not exposed to the independent variable are called the _____.
- A. Experimental group
 - B. Correlated group
 - C. Control group
 - D. Deviant group
15. Sociologist John Gardner wanted to find out _____.
- A. how many people participated in blue-grass music
 - B. how and why people are drawn to blue-grass music
 - C. what people think about blue-grass music
 - D. how to participate in blue-grass music
16. Sociologists William Kornblum and Terry Williams used a _____ method for studying _____ in New York City.
- A. qualitative; homelessness
 - B. quantitative; homelessness
 - C. mixed; homelessness
 - D. mixed; poverty

17. Which of the following is a hypothesis that guided Kornblum and Williams' research?
- A. When you begin to meet the needs of the homeless population, you can begin to move them into socially constructive roles for themselves and society.
 - B. As the number of homeless inside the homeless center increases, the number of homeless on the streets decreases.
 - C. Both A and B
 - D. None of the above
18. A _____ sample refers to a situation in which every member of an entire population has the same chance of being selected for a study.
- A. selective
 - B. random
 - C. representative
 - D. longitudinal
19. Observation, ethnography, and case studies are examples of:
- A. survey research.
 - B. experiments.
 - C. secondary analysis of existing data.
 - D. field research.
20. In an experiment, the subjects in the control group:
- A. are exposed to the independent variable.
 - B. are not exposed to the independent variable.
 - C. are exposed to the dependent variable.
 - D. are not exposed to the dependent variable.
21. _____ analysis focuses on small groups rather than large-scale social structures.
- A. Mini-level
 - B. Diminutive-level
 - C. Micro-level
 - D. Minuscule-level
22. The process of collecting systematic observations while being part of the activities or the group that the research is studying is called:
- A. contestant observation.
 - B. contributor observation.
 - C. accomplice observation.
 - D. participant observation

True / False

1. After collecting and analyzing the data, your first step in drawing conclusions is to return to your hypothesis or research objective to clarify how the data relate both to the hypothesis and to the larger issues being addressed.
2. Case studies are the most widely used research method in the social sciences because they make it possible to study things that are not directly observable – such as people’s attitudes and beliefs – and to describe a population too large to observe directly.
3. Researchers frequently select a representative sample (a small group of respondents) from a larger population (the total group of people) to answer questions about their attitudes, opinions, or behavior.
4. In tertiary analysis, researchers use existing materials and analyze data that were originally collected by others. Existing data sources include public records, official reports of organizations and government agencies, and surveys conducted by researchers in universities and private corporations.
5. Conventional experiments require that subjects be divided into two groups: the control group contains the subjects who are exposed to the independent variable and the experimental group who are not exposed to the independent variable.
6. A detailed study of the life and activities of a group of people by researchers who may live with that group over a period of years is known as ethnography.
7. A causal relationship exists when two variables are associated more frequently than could be expected by chance.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. What makes the information gained through sociological research different from information you read in everyday newspapers and magazines? Provide specific examples from newspapers and magazines that illustrate these differences.
2. What steps are often taken by researchers using the qualitative approach?
3. What are the major types of research methods?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. BLO 1 textbook, p. 35
2. DLO 1 video segment 2
3. ALO 1 video segment 2
4. CLO 1 video segment 2
5. BLO 1 video segment 2
6. DLO 1 video segment 2
7. CLO 3 textbook, pp. 34-35
8. CLO 2 textbook, p. 28
9. BLO 3 textbook, p. 35
10. CLO 2 video segment 3
11. CLO 2 video segment 3
12. ALO 2textbook, pp. 27-31; video segment 3
13. ALO 2 video segment 3
14. CLO 3 textbook, p. 36
15. BLO 3 video segment 4
16. CLO 4 video segment 5
17. CLO 4 video segment 5
18. CLO 2video segment 2
19. DLO 3textbook, pp. 35-36
20. BLO 3textbook, p. 36
21. DLO 1textbook, p. 22
22. DLO 2textbook, p. 35

True / False

1. TrueLO 2 textbook, pp. 27-30
2. FalseLO 3 textbook, p. 22
3. TrueLO 2 textbook, pp. 32-34
4. FalseLO 2 textbook, p. 34
5. FalseLO 2 textbook, p. 36
6. TrueLO 3 textbook, p. 35
7. FalseLO 3 textbook, p. 37

Essay Question

Answers should include the following types of statements/points:

1.LO 1 textbook pp. 21-35, video segments 1–6

Sociological research

- Objectivity
- Research-based
- Reliability

- Validity
- Identifies source(s) of data
- Often employs statistical methods of measurement
- Helps explain relationship of variables
- Interpretation of data helps develop “plans” of action “to alleviate problems”

Magazines and Newspapers

- May contain bias
- Does not give data to support information
- Often contain “sensationalized” information
- Much material based on what people “want” to read
- Objective is to sell magazines and newspapers
- Presents incomplete information
- Often does not credit source of information or uses “confidential source”

2.LO 3 textbook pp. 31-32

A researcher who uses qualitative methodology may:

- Formulate the problem to be studied instead of creating a hypothesis
- Collect and analyze the data
- Report the results

3.LO 1 textbook pp. 32-36

The main types of research methods include surveys, field research, secondary analysis, and experiments.

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Lesson 4

Culture

OVERVIEW

Culture is a basic concept in sociology because it is what makes humans unique. Some people think of culture as the fine arts (music, operas, ballets, theatre). To the sociologist, culture is used in a more encompassing way to include the entire way of life of a people. All members of society are *cultured*.

The American culture represents dominant ways Americans exhibit distinctive language, food, dress, beliefs, and behavior patterns. Yet, within this large country, there are distinctive and unique ways people in groups exhibit their own language, food, dress, beliefs, and behavior patterns.

The rodeo is a subculture that has its roots in the Old West. Many of the traditions and customs of rodeo are shared by the members who participate in rodeo life.

In this lesson, a college student talks about his experiences after coming to the United States. It took him several months to begin to learn the cultural traits that make America so unique. But it did not come naturally. He often wondered *why* things happen as they do; *why* the eating patterns and diet of Americans are the way they are; *why* dating practices are the way they are. He often felt like a “fish out of water”—but he quickly learned how to fit in yet retain his own individuality and unique cultural customs and traditions.

It has been said that our world is shrinking – becoming smaller as our capabilities to communicate and travel worldwide have broadened in such a relatively short time. As we expand our professional and personal worlds, why is it so important to become culturally sensitive and aware of others’ ways of life? Why must we not be so quick to judge the way others live? How do we develop an ability to gain cultural understanding of people of throughout the world?

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 2, “Culture,” pp. 42-75.

Video: “Culture” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will comprehend the part played by culture in shaping people and the social relationship in which they participate.

LESSON LEARNING OBJECTIVES

1. Analyze the essential components of culture.
2. Investigate aspects and elements of cultural understanding.
3. Explore various examples of subculture.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. From a sociological perspective, why is culture considered multi-dimensional?
2. What is *social control*? How are norms related to social control?
3. What are *sanctions*?
4. What are the types of norms?
5. What is a *formal norm*? What is an *informal norm*?
6. If attitudes become ethnocentric in nature (i.e., even patriotism can be considered ethnocentric), how do they affect our ability to experience and/or participate in other cultures?
7. Why is language so important to culture?
8. What is the Sapir-Whorf Hypothesis?
9. How does a shared understanding of language and the ability to suspend judgment about other cultures (cultural relativity) enable us to participate in each other's culture?
10. What are the positive aspects associated with crossing cultural lines?
11. What is a *civilization*? How is culture related to civilization?
12. What are the effects of cultural contact? Give examples.
13. What is a *subculture*?
14. What is a *counterculture*?
15. How do symbolic interactionists address the concept of culture?
16. What are ethnic subcultures?
17. What is the difference between a subculture and a counter culture?
18. What are postmodernist perspectives on culture?

RELATED ACTIVITIES

1. Although it is not accurate to say that each of us has our own culture, each of us does live in a society, community, or family that surrounds us with culture. In general terms, characterize the culture with which you identify the most. In short, describe your “cultural heritage.”
2. Describe three norms you accept and believe in. In your sentences, use normative words such as “should”, “must”, and “ought”. Example: One should say thank you when given a gift. Identify whether these norms are folkways, mores, or laws.
3. Make a list of four of your values. Below your list describe how each value does and/or does not match traditional American values.
4. Give five examples of laws, customs, or norms that are part of your culture. What is the value represented by each? Describe how each provides a sense of stability or comfort in the face of changing conditions. For example: People on a submarine, on a ship, in a remote location, or in the military can constitute a culture of their own. What laws, customs, or norms are part of that culture?
5. List and describe words, dialect, or grammatical constructions that you use or have used that reflect your cultural heritage. Perhaps your family is from a social class, or ethnic, religious, or other subculture that is different from the dominant culture. Even if you’re not, each family has its own unique words or ways of saying things that may not match conventional language. Identify these language differences.
6. Describe a situation in which you had difficulty communicating with someone because of language problems. Perhaps the other person spoke a language foreign to you or used a vocabulary with which you were unfamiliar.
7. Locate a student in one of your classes from another country or part of the United States. Ask them what they found the most shocking when they arrived at your university or college. Write a brief paragraph discussing your findings.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. _____ is (are) the knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society.
 - A. Culture
 - B. Society
 - C. Social organization
 - D. Symbols
2. From a sociological perspective, *culture*:
 - A. is comprised of people.
 - B. seldom generates discord, conflict, or violence.
 - C. is interdependent with society.
 - D. can exist without society.
3. In discussing the importance of culture, your text points out that:
 - A. the members of some societies are born with the information they need to survive.
 - B. sharing a common culture with others simplifies day-to-day interactions.
 - C. certain societies survive without culture.
 - D. culture is viewed the same way by people regardless of their race/ethnicity, class, sex, and age.
4. An unlearned, biologically determined involuntary response to some physical stimuli is known as a/an:
 - A. instinct.
 - B. reflex.
 - C. drive.
 - D. learned behavior.
5. One of the most popular technologies today is _____.
 - A. microwavable foods
 - B. bottled water
 - C. organic food
 - D. cell phones
6. The Sapir-Worf Hypothesis holds that:
 - A. people are imprisoned by their language.
 - B. language is solely a human characteristic.
 - C. language shapes the view of reality of its speakers and listeners.
 - D. symbols are more important for intelligent people than those with mental retardation.

7. Material culture consists of:
- A. abstract or intangible human creations of society that influence people's behavior.
 - B. knowledge, techniques, and tools that make it possible for people to transform resources into usable forms
 - C. physical or tangible creations members of a society make, use, and share.
 - D. established rules of behavior or standards of conduct.
8. A circle with thumb and index finger in the U.S. means "okay." In Tunisia, it means:
- A. the same thing.
 - B. I'll kill you.
 - C. three
 - D. the letter 'o'
9. All of the following are nonmaterial components of culture, except:
- A. symbols.
 - B. technology.
 - C. language.
 - D. values.
10. _____ are customs and practices that occur across all societies.
- A. Symbols
 - B. Beliefs
 - C. Cultural universals
 - D. Norms
11. Indian college student, Sundar Victor, experienced culture shock when he came to America and discovered _____.
- A. the fast pace of life
 - B. the difficulty in getting around if you don't have a car
 - C. the existence of some of America's nightlife
 - D. All of the above
12. One experience that Victor Sundar had related to language was his inability to understand _____.
- A. slang
 - B. English
 - C. music
 - D. religion
13. One of the ways Troy Poole experiences Sundar Victor's culture is through sharing _____.
- A. clothes
 - B. video tapes
 - C. food
 - D. athletics

14. Recent conflicts over use of the Confederate flag have occurred because:
- A. flags are meaningful symbols for some value, belief, or institution and, as such, they can have a wide variety of interpretations.
 - B. the United Daughters of the Confederacy wanted to use the flag without acquiring permission from the patent holder.
 - C. people generally agree that the flag is not a racist symbol.
 - D. political leaders such as Senator Carol Moseley-Braun believe that “flag” discussions are a “small matter” as compared with federal budget debates.
15. _____ represent(s) a set of symbols that express ideas and enable people to think and communicate with one another.
- A. Beliefs
 - B. Values
 - C. Language
 - D. Norms
16. Subcultures may retain their own _____.
- A. language
 - B. rituals
 - C. tools
 - D. All of the above
17. Rodeo as a subculture holds true to traditions founded in the _____.
- A. American West
 - B. rural south
 - C. eastern seaboard
 - D. northern plains
18. The _____ is a general set of values that is shared among rodeo participants.
- A. cowboy code
 - B. oath of honesty
 - C. rodeo preamble
 - D. All of the above
19. An example of how a subculture can have its own language is the word “pawing,” which, in the rodeo subculture means _____.
- A. a horse counts with its front leg
 - B. the bareback rider straps in
 - C. a bull rider is thrown
 - D. a bull jumps off the ground with all four feet
20. Many of the tools and equipment used in rodeo come from _____.
- A. cattle ranching
 - B. scientific research
 - C. individual participants
 - D. None of the above

True / False

1. Taboos are mores so strong that their violation is considered to be extremely offensive and even unmentionable. In the United States, incest which prohibits sexual or marital relations between certain categories of kin is regarded as a taboo.
2. According to sociologist William Ogburn, cultural diffusion occurs when material cultural changes faster than nonmaterial culture, thus creating a gap between the two cultural components.
3. The United States is referred to as a heterogeneous society, meaning that they include people who are dissimilar in regard to social characteristics such as religion, income, or race/ethnicity.
4. A counterculture is a category of people who share distinguishing attributes, beliefs, values, and/or norms that set them apart in some significant manner from the dominant culture. For example, the Old Order Amish are considered a counterculture in the United States.
5. Culture shock is the disorientation that people feel when they encounter cultures radically different from their own and believe they can not depend on their own taken-for-granted assumptions about life.
6. When observing people from other cultures, many of us use our own culture as the yardstick by which we judge their behavior. Sociologists refer to this approach as cultural relativism and it is based on the assumption that one's own way of life is superior to all others.
7. French sociologist Pierre Bourdieu's cultural capital theory views high culture as a device used by the dominant class to exclude the subordinate classes. According to Bourdieu, people must be trained to appreciate and understand high culture.
8. Cultural imperialism is the extensive infusion of one nation's culture into other nations. For example, some view the widespread infusion of the English language into countries that speak other languages as a form of cultural imperialism.
9. Functionalist theorist Karl Marx stated that ideas are cultural creations of a society's most powerful members. Thus, it is possible for political, economic, and social leaders to use cultural imperialism to maintain their positions of dominance in a society.
10. In their examination of culture, postmodernist social theorists make us aware of the fact that no single perspective can grasp the complexity and diversity of the social world. They also make us aware that reality may not be what it seems.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Describe a situation in which you had difficulty communicating with someone because of language problems. Perhaps the other person spoke a language foreign to you or used a vocabulary with which you are unfamiliar.

2. List five norms or values you strongly believe in that have helped you to become a participating member of society. Choose from those norms or values that parents, teachers, or “significant others” taught you as you grew up. Select one of the norms and explain how your belief in it has contributed to your becoming an accepted member of your community.
3. How is cultural diversity reflected in society?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. A.....LO 1 textbook, p. 44
2. C.....LO 1 textbook, p. 44
3. B.....LO 1 textbook, pp. 44-45
4. B.....LO 1 textbook, p. 44
5. D.....LO 1 video segment 2
6. C.....LO 2 textbook, p. 51
7. C.....LO 2 textbook, p. 45
8. B.....LO 2 textbook, p. 47
9. B.....LO 2 textbook, pp. 46-47
10. C.....LO 2 textbook, p. 47
11. D.....LO 2 video segment 3
12. A.....LO 2 video segment 3
13. C.....LO 2 video segment 3
14. A.....LO 2 textbook, p. 50
15. C.....LO 2 textbook, p. 51
16. D.....LO 3 video segment 4
17. A.....LO 3 video segment 4
18. A.....LO 3 video segment 4
19. D.....LO 3 video segment 4
20. A.....LO 3 video segment 4

True / False

1. True.....LO 1 textbook, p. 57
2. False.....LO 2 textbook, p. 54
3. True.....LO 3 textbook, p. 59
4. False.....LO 2 textbook, p. 63
5. True.....LO 2 textbook, p. 63
6. False.....LO 2 textbook, p. 64
7. True.....LO 1 textbook, p. 65
8. True.....LO 1 textbook, p. 67
9. False.....LO 2 textbook, pp. 67-68
10. True.....LO 3 textbook, pp. 70-72

Essay Questions

Answers should include the following types of statements/points:

1.LO 2 textbook, pp. 50-54

Based on individual experiences. It is interesting to note that when we have communication problems, we often turn to:

- Speaking more loudly or slowly.
- Using gestures.
- Pointing to objects.

Cultural differences also promote misunderstanding. Often, white students report difficulty understanding African-Americans' "street-language" or "jive." Rather than asking the person to explain, the student becomes embarrassed and will leave—not understanding.

2.LO 1 textbook, pp. 54-58

- | | | |
|------------|--------------------|---------------|
| • Voting | • Education | • Cleanliness |
| • Religion | • Physical fitness | |
| • Family | • Manners | |

Explanations will vary.

3.LO 2 textbook, pp. 59-63

Cultural diversity is reflected through race, ethnicity, age, sexual orientation, religion, occupation, and so forth. It is also influenced by countercultures and subcultures.

In society, cultural diversity is reflected through race, ethnicity, age, sexual orientation, religion, occupation, and so on. A diverse culture also includes countercultures and subcultures.

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Lesson 5

Socialization

OVERVIEW

How does a child become a contributing member of society? How does a child learn the cultural values, norms, beliefs, expectations, and rules of society? Can adults learn to become contributing members of society? Do adults learn the cultural values, norms, beliefs, expectations, and rules of society the same way that children do?

In this lesson, you will hear from a psychologist and a sociologist who shed some light on the question of *nature vs. nurture*. Today, most social scientists agree that both nature and nurture contribute to our socialization. It is the socialization process that teaches us how to live in a particular culture. Through the process of socialization, society is able to maintain itself by transmitting culture from one generation to the next.

You will see how the socialization process works within the Dare family. Socialization is always taking place through our experiences in schools, television, church, family outings, and even through our recreational adventures at the video arcade.

Finally, it is critical to view the socialization process as a lifelong process – one that continues from birth to death. There are many sociologists and psychologists who think socialization actually begins *before* birth. While most of the socialization research has focused on the early years of development, today sociologists are now examining the later years of adulthood.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 3, “Socialization,” pp. 76-111.

Video: “Socialization” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will comprehend the significance of the socialization process in social development.

LESSON LEARNING OBJECTIVES

1. Discuss the significance of socialization.
2. Identify and discuss the controversial issues that are part of the study of socialization.
3. Explain the role of the social environment in the social construction of self.
4. Discuss the roles of agencies of socialization in the social construction of self.
5. Explain why socialization is a life-long process.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *socialization*?
2. How do sociologists and psychologists view socialization differently?
3. List the primary (family) and secondary (peer) effects on social development and the formulation of our social reality?
4. What is a key point of the “nature vs. nurture” debate?
5. What did Sigmund Freud contribute to our understanding of socialization?
6. What is the significance of the case of Genie?
7. What did Charles Horton Cooley contribute to our understanding of the social construction of *self*?
8. What is the *looking glass self*?
9. What did Mead say about the significance of role-taking?
10. What contributions have been made by Jean Piaget, Lawrence Kohlberg, and Carol Gilligan?
11. What is an *agency of socialization*?
12. What are some current examples of each of the agencies of socialization?
13. What is the role of each agency in the socialization process?
14. How do the agencies of socialization vary in their weight of influence on an individual’s socialization process?
15. How does/could change within agencies of socialization affect an individual’s socialization process, with emphasis given to the mass media (i.e., increasing TV violence) and the family (i.e., increasing numbers of working parents and need for employer provided day care)?
16. How/why does the socialization process and the social construction of “self” continue throughout a person’s lifetime?
17. What does adult socialization mean?
18. Why are sociologists concerned with adult socialization?
19. Why, in adulthood, is our socialization usually more apparent when a crisis of some type affects our lives—like divorce, birth of a child, death of parents or loved ones?
20. What is resocialization?
21. What are some present-day examples of resocialization?
22. Where does resocialization usually take place?
23. What stages are included in Erickson’s lifelong socialization?
24. What are total institutions?

RELATED ACTIVITIES

1. Describe a situation in which your parents or guardians interacted with you and taught you a social skill that you have found to be helpful in your life. Why was it important to your life?
2. List and explain three social skills you learned from your parent(s); how did you learn each skill?
3. On the job, you acquire knowledge, skills, and values, all of which help you to be a participating member of society. Briefly describe at least five things you have learned from those with whom you have worked that have increased your ability to participate in society.
4. The “looking glass self” has to do with the degree of self-esteem you have based on your perceptions of the judgments of others about you. Some of these perceptions correspond to the actual evaluations of others; some do not. Make a list of two or three of your significant others—either past or present—and, to the right of their names, describe what *you think* their assessments of you are. For each case, describe the reasons for your assessment.
5. Describe five things you learned from your schools that have helped you to survive in your society and to participate effectively in your community. List at least two things that could have helped you that you regret you did not learn at school. Explain why you feel this way.
6. Peer groups have both positive and negative influences on us. Explain how your peers have both helped and harmed you as a person.
7. Think of books, magazines, or other reading materials you were exposed to as a child. Analyze the content of those reading materials in terms of gender socialization. What pictures, photos, words, or examples perpetuated in you the idea of separate gender roles? Summarize your findings. If you can, describe ways that you took on the gender roles presented in the materials.
8. Watch television for one hour. Keep track of all the commercials that you watch. Write a sentence for each commercial that you watch and describing what message it portrays about socialization.
9. Observe a parent and child interaction at your local store. Write a brief paragraph on how they are “socializing” each other.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. _____ is the process by which we learn to conform to society’s norms.
 - A. Culture
 - B. Socialization
 - C. Conformity
 - D. Environment

2. Socialization is a _____ process.
 - A. childhood
 - B. dysfunctional
 - C. life long
 - D. early life
3. Which of the following would NOT contribute to our socialization?
 - A. Family
 - B. School
 - C. Clergy
 - D. None of the above
4. The nature versus nurture debate has primarily taken place between sociologists and _____.
 - A. environmentalists
 - B. psychologists
 - C. historians
 - D. anthropologists
5. The *nurture* side of the debate deals primarily with _____ factors.
 - A. social
 - B. psychological
 - C. physical
 - D. genetic
6. The early sociologists _____ and _____ emphasized the *nurture* side of the *nature vs. nurture* debate.
 - A. Charles Cooley; Herbert Mead
 - B. Sigmund Freud; Charles Darwin
 - C. Charles Cooley; Sigmund Freud
 - D. All of the above
7. The way people treat you greatly influences your _____ concepts.
 - A. biological
 - B. genetic
 - C. social
 - D. All of the above
8. Studies of children reared in extreme isolation have pointed researchers to the suggestion that lack of parental attention can result in _____.
 - A. retardation
 - B. death
 - C. emotional problems
 - D. All of the above

9. Studies of isolated children made us aware that:
- A. social isolation and neglect are extremely detrimental to young children.
 - B. even infants who are deprived of human contact develop human characteristics.
 - C. monkey rely more on human contact than humans.
 - D. All of the above
10. Sigmund Freud divided the mind into three interrelated parts; which of the following is NOT one of these?
- A. Id
 - B. Ego
 - C. Superego
 - D. Me
11. The _____ is the reflection of our self that we think we see in the behaviors of others around us.
- A. significant other
 - B. role assumption
 - C. looking glass self
 - D. mirrored image
12. The people whose behaviors we imitate are called _____ others.
- A. significant
 - B. primary
 - C. secondary
 - D. generalized
13. Role _____ refers to the way we try to look at social situations from the standpoint of another person from whom we seek a response.
- A. assumption
 - B. taking
 - C. playing
 - D. acting out
14. Which of the following is NOT one of Mead's stages of development?
- A. Play
 - B. Anticipatory
 - C. Preparatory
 - D. Game
15. _____ is a process whereby individuals undergo intense, deliberate socialization designed to change major beliefs and behaviors.
- A. Secondary socialization
 - B. Rehabilitation
 - C. Generalized socialization
 - D. Resocialization

16. The most important agent of socialization is/are
- A. Schools
 - B. the peer group
 - C. the mass media
 - D. the family
17. Peer groups function as agents of socialization by:
- A. informing people about events.
 - B. contributing to people's sense of belonging and self-worth.
 - C. teaching specific knowledge and skills.
 - D. reproducing the existing class system.
18. Which of the following agencies of socialization is the most dominant in middle and late childhood?
- A. Family
 - B. School
 - C. Peers
 - D. Community groups
19. When inmates enter prison, they are totally stripped of their former selves; they are depersonalized through a:
- A. total institution.
 - B. resocialization ritual.
 - C. rite of passage.
 - D. degradation ceremony.
20. All of the following are examples of voluntary resocialization, except:
- A. becoming a student.
 - B. going to prison.
 - C. becoming a Buddhist.
 - D. joining Alcoholics Anonymous.
21. All of the following are ways to report incidents of maltreatment except:
- A. confront the child's guardian.
 - B. follow up with authorities.
 - C. identify yourself to authorities.
 - D. report child maltreatment.

True / False

1. When we conform to our peer group's expectations, we are rewarded; if we do not conform, we may be ridiculed or even expelled from the group. Conforming to the demands of peers frequently places children and adolescents at cross-purposes with their parents.
2. Recent studies have shown that U.S. children, on average, are spending less time each year in front of TV sets, computers, and video games, and spending more time in the schools.
3. Gender socialization is important in determining what we think the "preferred" sex of a child should be and in influencing our beliefs about acceptable behaviors for males and females. In some families, gender socialization starts before birth.
4. Each time we experience a change in status (such as becoming a college student or getting married); we learn a new set of rules, roles, and relationships. Even before we achieve a new status, we often participate in what sociologists refer to as expectant socialization.
5. Older adults in industrialized societies may experience social devaluation – where a person or group is considered to have less social value than other persons or groups. A running back in the National Football League (NFL) who loses his starting position because of his age is an example of social devaluation.
6. Social devaluation is a situation in which a person or group is considered to have less social value than other individuals or groups.
7. The preconventional level, conventional level, and postconventional level are part of Gilligan's view on moral development.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. List and explain three social skills you learned from your parent(s); how did you learn each skill?
2. What kind of rewards and positive reinforcements were you given as a child by your significant others to help shape your behavior? What punishments were used? Which of them were appropriate, and which were abusive, if any?
3. Why is social contact essential for human beings?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. B.....LO 1 textbook, p. 78; video segment 2
2. C.....LO 1 textbook, p. 78; video segment 2
3. D.....LO 1 video segment 2
4. B.....LO 2 video segment 2
5. ALO 2 textbook, pp. 79-80; video segment 2
6. ALO 2 textbook, pp. 87-91; video segment 2
7. C.....LO 2 video segment 2
8. D.....LO 3 textbook, pp. 80-83
9. A.....LO 2 textbook, pp. 80-83
10. D.....LO 2 textbook, pp. 83-84
11. C.....LO 3 textbook, pp. 88-89
12. ALO 3 textbook, pp. 90-91
13. B.....LO 3 textbook, p. 89
14. B.....LO 3 textbook, pp. 89-90
15. D.....LO 3 textbook, p. 106
16. D.....LO 4 textbook, p. 92
17. B.....LO 4 textbook, pp. 97-98
18. C.....LO 4 textbook, pp. 97-98
19. D.....LO 4 textbook, p. 106
20. B.....LO 5 textbook, p. 106
21. A.....LO 5 textbook, p. 109

True / False

1. True.....LO 5textbook, pp. 97-98
2. False.....LO 5textbook, p. 99
3. True.....LO 3textbook, pp. 99-100
4. False.....LO 4textbook, p. 106
5. True.....LO 5textbook, p. 104
6. True.....LO 2textbook, p. 105
7. False.....LO 2textbook, p. 87

Essay Questions

Answers should include the following types of statements/points:

1.LO 4 textbook, pp. 92-93

- My parents taught me to receive love, understanding, security, acceptance, intimacy, and companionship.

- They taught me this through verbal reinforcement. They also taught me to open doors for anyone behind me—males and females. This is an act of courtesy, and when I did not do it when younger, they corrected my actions through verbally reinforcing my actions when performed correctly.
 - I learned “speaking” skills through both my parents’ emphasis on “good” language usage (oral and written) and my teachers’ reinforcements when I demonstrated good language usage (oral and written.) The biggest reinforcement I received came in the form of good grades on oral and written reports.
2.LO 3, 4 textbook, pp. 91, 92-93
- Rewards/Positive Reinforcements: money, touch, hug, gift, verbal praise
 - Punishments: withdrawal of reward, grounding, yelling, spanking, ignoring, use of profanity
 - Appropriate: (based on individual’s experience)
 - Abusive: (based on individual’s experience)
3.LO 5 textbook, pp. 80-83
- Social contact is necessary in the development of self, or self-concept, which represents an individual’s perceptions and feelings of being a separate or distinct individual. To a large extent what we think about ourselves is gained from our interactions with others and from what we perceive that others think of us.

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Lesson 6

Social Interactions, Relationships, and Structures

OVERVIEW

Sociologists seek to understand social interaction as it occurs in everyday activities. A telephone conversation, playing football on a Saturday afternoon, or having lunch with business associates—these are all activities in which our actions are greatly influenced by the actions of the people around us.

The social interaction patterns we establish among people, which include the spoken and unspoken expectations of everyday interaction, pave the way for the establishment of more lasting social connections. These social connections are called relationships. Relationships take many different forms and establish the foundation of our social world.

In this lesson, the participants of a ropes course learn the importance of working together to accomplish tasks. Throughout the United States, work groups participate in such training programs to learn the importance of team effort in achieving a common goal.

The sociological concept of social structure implies a pattern of regularity to the social settings in which individuals interact to form relationships. Social structure includes the social institutions, organizations, groups, statuses and roles, values, and norms that give us order and predictability. It would be impossible to formulate meaningful interpretations of human behavior if social structure happened by chance alone.

The U.S. Naval Academy is strong in tradition and rich in history. It offers us an illustration of well-defined relationships between individuals and groups. There is little room for confusion—the social structure is clearly stipulated from the moment students of the Academy become members of the Naval Brigade.

But the military isn't the only illustration of the importance and impact of social structure. The family offers an example of a social structure in which family members interact in specified ways on a regular basis. Parents are expected to assume financial obligations for children, and children are expected to obey their parents. Within a family, the social structure is established by the family members. For example, most family members are not formally assigned a specific place to sit at the dinner table. But let one of the children sit in someone else's place, and the effects of social structure are immediately apparent!

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 4, "Social Structure and Interaction in Everyday Life," pp. 112-143.

Video: "Social Interactions, Relationships and Structures" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will comprehend the role of social interaction and the effects of social structure in establishing and maintaining relationships.

LESSON LEARNING OBJECTIVES

1. Discuss the elements of social structure.
2. Using an example, explain how group leaders emerge from group interaction.
3. Evaluate functionalist and conflict perspectives on the nature and purpose of social institutions.
4. Define social structure and explain the ways in which it makes individuals and society possible.
5. Define social institution and name the major institutions found in contemporary society.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. How does social structure shape our social interactions?
2. What are the main components of social structure?
3. What are the functionalist and conflict perspectives on social institutions?
4. How do societies maintain stability in times of social change?
5. How do Gemeinschaft and Gesellschaft societies differ in social solidarity?
6. Is all social interaction based on shared meanings?
7. What is the dramaturgical perspective?
8. Why are feeling rules important?
9. How does social interaction contribute to group leadership?
10. What is the significance of a task leader and an emotional leader?
11. How does the ropes course illustrate emergence of group leaders?
12. What is *social structure*?
13. What is a *group*? Give examples.
14. What is *status*? Give examples.

15. What is a *role*? Give examples.
16. What are *role expectations*? Give examples.
17. How do the *elements of social structure* form the recurring patterns of behavior that people create through their interactions, their exchanges of information, and their relationships?
18. What is the relationship of social interaction to social structure?
19. How does social change affect the social structure of groups?
20. What happens to social structure when you put people together?

RELATED ACTIVITIES

1. Describe a role conflict you experience in your life, including the feelings that accompany the stresses involved. In your narrative, identify the two (or more) roles that are in conflict.
2. Role strain is something most of us go through in modern society. Explain how the strain of trying to meet contradictory demands or new expectations in a new role affects you. Identify the role and two or more demands or expectations involved.
3. Often we are not comfortable or happy with our ascribed statuses. Describe ways in which you have had difficulty, discomfort, or unhappiness with one of your ascribed statuses.
4. Using yourself or another person as the example, describe ways in which a master status occasioned prejudice or discrimination. (Master status can be occupational status as well as gender, race, ethnicity, age, or physical appearance).
5. In the past, an individual's status was mostly linked to his or her family background, education, occupation, and other sociological attributes. Many sociologists today are arguing that celebrity status has overtaken the more traditional social indicators of status. Write a brief paragraph on your take or opinion of this idea.
6. Make a list of status symbols that were indicators of social status at your high school. Compare that list with status symbols at your current university or college.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT one of the four principles of interaction?
 - A. Pleasure principle
 - B. Rationality principle
 - C. Reciprocity principle
 - D. Equity principle
2. When we socialize with people who provide support and acceptance, the _____ principle is at work.
 - A. rationality
 - B. selective
 - C. pleasure
 - D. reciprocity
3. The _____ principle states that people change their behavior according to whether they think they'll be worse or better off as a consequence.
 - A. fairness
 - B. rationality
 - C. reciprocity
 - D. pleasure
4. Asking the question, "What do I receive out of this interaction?" is an example of the _____ principle.
 - A. fairness
 - B. rationality
 - C. pleasure
 - D. reciprocity
5. In the Mayo studies in the Hawthorne plant, the workers arrived at their own definition of what they considered _____.
 - A. cost efficient
 - B. fair worker output
 - C. equitable
 - D. All of the above
6. The four principles of interaction work together to form _____.
 - A. group principles
 - B. group structure
 - C. group parameters
 - D. All of the above

7. Which of the following is an example of a status?
 - A. Practical nurse
 - B. Registered nurse
 - C. Chief resident
 - D. All of the above
8. Which of the following is NOT an element of social structure?
 - A. Groups
 - B. Roles
 - C. Organization
 - D. Status
9. Social _____ refers to the complex framework of societal institutions and the social practices that make up a society and that organize and establish limits on people's behavior.
 - A. group
 - B. structure
 - C. status
 - D. role
10. Functionalists emphasize that social structure is essential because:
 - A. it creates order and predictability in a society.
 - B. it creates the foundation for competition which negates polarization.
 - C. it fosters growth among individuals as they are able to create meanings in their lives.
 - D. it creates the ability of members of a society to relax and enjoy life.
11. The way a society defines how an individual is to behave in a particular status is referred to as a _____.
 - A. role
 - B. status expectation
 - C. role distance
 - D. social expectation
12. Material signs that inform others of a person's specific status are:
 - A. status roles
 - B. status materials
 - C. status requirements
 - D. status symbols
13. In sociology, the term social institution is used to designate _____.
 - A. a large bureaucratic organization
 - B. stable structures of statuses and roles devoted to meeting the basic needs of people in society
 - C. an organization such as a prison
 - D. None of the above

14. Many formal organizations have recently been referred to as:
- A. processing plants
 - B. people processing organizations
 - C. bureaucratic transmissions
 - D. macro structural facilitators
15. Which of the following is NOT an essential task that social institutions perform?
- A. Replacing members
 - B. Teaching new members
 - C. Preserving order
 - D. None of the above
16. The type of social cohesion in which there is minimal division of labor and people feel united by shared values and common social bonds is:
- A. mechanical solidarity.
 - B. structure solidarity.
 - C. labor solidarity.
 - D. organic solidarity.
17. Within the social structure of the U.S. Naval Academy, Adriel Morgan refers to his group of classmates as _____.
- A. plebites
 - B. the mod squad
 - C. middies
 - D. comrades
18. Conflict theorists believe that:
- A. social institutions do not work for the common good of everyone.
 - B. social institutions serve to maintain maximum efficiency in the workforce through consistency.
 - C. social institutions are essential for transnational relations.
 - D. None of the above
19. The primary leader is sometimes called the _____ leader.
- A. focus
 - B. secondary
 - C. emotional
 - D. task
20. The stable pattern of social relationships that exist within a particular group or society is referred to as:
- A. social structure
 - B. social interaction
 - C. social dynamics
 - D. social constructions of reality

True / False

1. Social interaction is the process by which people act toward or respond to other people and is the foundation for all relationships and groups in society.
2. Social structure is essential for the survival of society and for the well-being of individuals because it provides a social web of familial support and social relationships that connects each of us to the larger society.
3. Social structure provides the framework within which we interact with others. At the microlevel, the social structure of a society has several essential elements: social institutions, groups, statuses, roles, and norms.
4. Newly homeless individuals may feel disoriented because they do not know how to function in their new setting. Social interaction helps people make sense out of their environment even when they find themselves on the streets.
5. Conflict theorists maintain that in capitalistic societies, where a few people control the labor of many, the social structure reflects a system of relationships of domination among categories of people (for example, owner-worker and employer-employee).
6. An achieved status is a social position conferred at birth or received involuntarily later in life, based on attributes over which the individual has little or no control (such as race/ethnicity, age, and gender).
7. Former professional basketball star Michael Jordan occupies various statuses, including status as an African American, a husband, and a father. However, Jordan's status as a basketball star functions as a master status.
8. When people are proud of a particular social status that they occupy, they often choose to use visible means to let others know about their position. Status symbols are material signs that inform others of a person's specific status.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. What are the components of social structure? What are some of these components in your own life?
2. If you are employed by a large company, diagram the social structure of the organization using job statuses. Explain what the diagram reveals about the social structure of the organization.
3. What is the dramaturgical perspective or approach?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. DLO 1 video segment 2
2. CLO 1 video segment 2
3. BLO 1 video segment 2
4. BLO 1 video segment 2
5. BLO 1 video segment 2
6. BLO 1 video segment 2
7. DLO 4 textbook, pp. 115-117
8. DLO 1 textbook, pp. 115-125; video segment 3
9. BLO 1 textbook, p. 115
10. ALO 3 textbook, p. 114
11. ALO 4 textbook, p. 119
12. DLO 4 textbook, p. 119
13. BLO 5 textbook, pp. 125-126
14. BLO 5 textbook, pp. 124-125
15. DLO 5 textbook, p. 126
16. ALO 4 textbook, p. 127
17. BLO 2 video segment 3
18. ALO 3 textbook, pp. 114-115
19. DLO 2 video segment 5
20. ALO 4 textbook, p. 113

True / False

1. TrueLO 1 textbook, p. 113
2. TrueLO 1 textbook, p. 113
3. FalseLO 1 textbook, p. 114
4. FalseLO 4 textbook, pp. 112-115
5. TrueLO 3 textbook, p. 115
6. FalseLO 4 textbook, p. 117
7. TrueLO 4 textbook, p. 117
8. TrueLO 4 textbook, p. 119

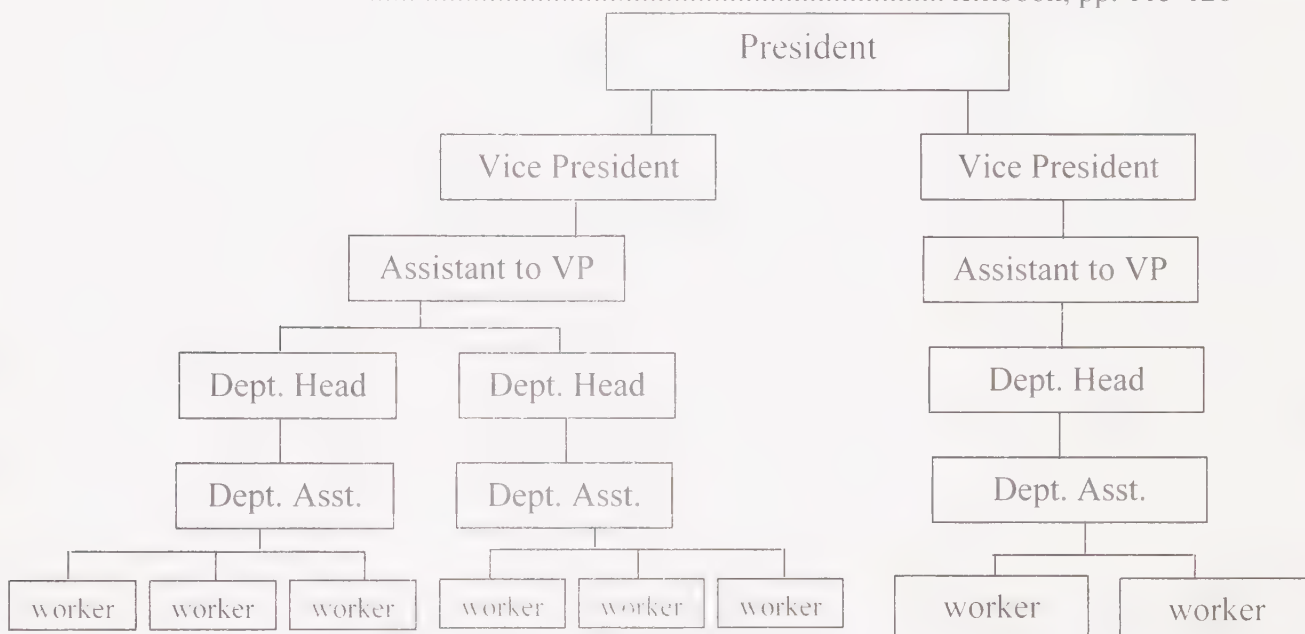
Essay Questions

Answers should include the following types of statements/points:

1.LO 4 textbook, pp. 115-126
 - Social positions, and the relationship of these social positions. The kinds of resources attached to each of these positions.
 - Social groups, and the relationship of these groups. In addition, the resources that each of these social groups has.

- Various positions that you may occupy would be that of student, son/daughter, employee, sibling, aunt/uncle, athlete, boy/girl, man/woman. .
- Groups may include formal groups such as fraternities, sororities, academic associations, student organizations, church groups
- Assets or resources could vary including accessibility to school functions, monies available for events, reputations that are both positive and negative.

2.LO 2textbook, pp. 115-126



The social structure of this company reflects power and decisions being made by those in the most powerful positions—probably vice presidents and assistant vice-presidents—with department heads having some input. It shows the workers having little power and the social structure does not encourage worker participation.

3.LO 3textbook, pp. 132-134

The basic idea is that our interactions are similar to dramatic productions or a theater. Presentation of self refers to efforts to present our own self to others in ways that are most favorable to our interests of self-image.

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Lesson 7

Social Groups

OVERVIEW

We live our lives in social groups. Group membership is central to social life. We are born into, raised, and educated within social groups. Interacting with families, friends, classmates, church groups, and work groups, we learn that we are not the center of the universe but are cells within a larger social organism. Belonging to these groups, we yield to others the right to make certain decisions about our behavior; at the same time, we assume obligations to act according to the expectations of others.

In the video lesson, you will revisit a famous account of bystander apathy that took place in New York City. Consider what you would have done in a similar situation. Then you will see how a similar event occurred since then. What is it about group behavior that makes us think we are not responsible for events which occur around us?

Sociologists observe features that characterize *groups*. One characteristic feature is that most group members share common goals and interests. Your classmates share a common goal of successfully completing the course; a neighborhood watch group shares the common goal and interest of maintaining a safe neighborhood. Through the shared common goal or interest, the group offers its members a sense of belonging to something larger than self or a random collection of people. Such group support and companionship are appealing and influence our thoughts and actions.

In this video lesson, you will meet sociologists who talk about the characteristics of social groups. Then you will see these characteristics illustrated by a high school cheerleading squad. Cheerleading is successful when the group members understand the expectations of all the members; in that way, each person can clearly see the relationship of her/his activity to the activities of the other squad members.

Groups usually have an identifiable structure with rules, expected behaviors, relationships, and perhaps some type of leadership. Such structures can be very loosely defined or more formal. In this video lesson, you will learn about different leadership styles as well as the impact of group behavior—especially as group behavior becomes a type of conformity that ends in blind obedience. Why does this happen?

The interaction we experience in social groups cannot help but shape who we are as individuals, yet at the same time, our unique individual traits and talents influence the groups to which we belong.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 5, “Groups and Organizations,” pp. 144-157.

Video: “Social Groups” from the series *Exploring Society. Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain the complexities of social groups and their significance to society.

LESSON LEARNING OBJECTIVES

1. Using an example, discuss the dimensions that define social groups.
2. Discuss the concept of group leadership styles.
3. Examine the consequences of conformity in complex societies.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is a *social group*? Examples?
2. What are the characteristics of social groups that define them as such? Examples?
3. What is a *primary group* and a *secondary group*? Give examples.
4. What is a *dyad* and a *triad*?
5. What is a *reference group*? Give examples.
6. What effects do different social groups have on the *individual*? Examples?
7. What are the defining characteristics of different leadership styles and followers found in social groups in complex societies? Examples?
8. What consequences for *group* and *leader* do the different leadership styles yield? Examples?
9. Is following orders considered a defense of action?
10. What consequences does the degree of willingness to conform have for *group* and *leader*? Examples?
11. When does conformity become blind obedience?

RELATED ACTIVITIES

1. Name two primary groups to which you belong. Primary groups can sometimes be dysfunctional (harmful) to individuals. Cite one or two instances you know of in which this is the case.
2. Name a secondary group to which you belong or describe a secondary relationship that you have.
3. Explain and give examples of primary and secondary groups.
4. Describe an example of boundary maintenance of a group that you or someone you know belongs to.
5. Name an in-group to which you belong, and describe a situation in which you were excluded from an out-group.
6. Name a reference group to which you belong and have membership, and name a reference group to which you do *not* presently belong.
7. Describe a situation in which you decided *not* to join a group or interact with someone as a friend because the “losses” would be too great.
8. Make a list of primary groups and secondary groups to which you belong. Which has had more of an influence on your life? Why is this so?
9. Write a short opinion piece addressing whether or not you think that people on Facebook, and other networking sites, really connect with people in their network who want them to do the same cool thing as them.
10. Do you agree or disagree with the statement that members of a high school football team can be required to submit to periodic, unannounced drug testing. Why or why not?

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT a dimension of social groups?
 - A. Cohesion
 - B. Boundaries
 - C. Social interaction
 - D. Social structure

2. _____ groups are characterized by relationships that involve few aspects of their member's personalities.
 - A. Primary
 - B. Secondary
 - C. Intimate
 - D. Relationship
3. When a group has _____ members, the relationships among the members become so complex that the group is likely to break into smaller groups.
 - A. six
 - B. ten
 - C. fifteen
 - D. all of the above
4. Peers are an example of a(n):
 - A. in-group
 - B. out- group
 - C. reference group
 - D. primary group
5. Which one of the following is NOT a dimension of social groups that can be found in a cheerleading squad?
 - A. Membership criteria
 - B. Group norms
 - C. Specific goals
 - D. None of the above
6. Being voted as a captain of the cheerleaders is an example of a _____.
 - A. role
 - B. status
 - C. popularity
 - D. ability
7. The cooperation of teamwork needed for a cheerleading squad to be successful is an example of the dimension of _____.
 - A. talent
 - B. popularity
 - C. ability
 - D. cohesion
8. _____ are the rules that the cheerleaders follow to maintain cohesion within the social group.
 - A. Norms
 - B. Statuses
 - C. Goals
 - D. Roles

9. The story of Kitty Genovese is an example of _____.
A. bystander effect
B. crowd dispersion
C. observers disconnect
D. bystander anonymity
10. If you were out walking and saw someone you didn't know in need of assistance, research has revealed that you would probably _____.
A. jump into the situation to render assistance
B. shy away from involvement if you are in a group
C. seek help for this person
D. ignore the situation completely
11. Group leaders are often characterized by their _____ and ability to get tasks completed.
A. leadership ability
B. support of suggestions of others
C. leadership power
D. leadership authority
12. Which leadership style is most effective when there is a crisis involved?
A. Democratic
B. Laissez-faire
C. Authoritarian
D. None of the above
13. A _____ leadership style seeks input from group members before making decisions.
A. laissez-faire
B. democratic
C. authoritarian
D. balanced
14. If a therapist tells a couple, "You know, you need to take responsibility for this session. I'm not going to tell you what to do," which of the following leadership styles is the therapist using?
A. Democratic
B. Authoritarian
C. Laissez-faire
D. Counseling
15. The experiments of Stanley Milgram were designed to _____.
A. examine the act of obeying
B. observe people in their informal groups
C. test the rule of efficiency in formal organizations
D. discover the level of emotions under which people operate with greatest productivity

16. Stanley Milgram was dismayed to discover that very large proportions of his subjects were _____.
- A. actively involved in bureaucracies
 - B. willing to obey any order given by the experimenter
 - C. unwilling to administer the highest level of shock to the experimental subjects
 - D. more responsive to informal group pressures than to formal sanctions
17. Which of the following statements about conformity is NOT true?
- A. Conformity is part of our daily lives.
 - B. Conformity is necessary in a complex society.
 - C. Conformity contributes to stability in society.
 - D. Conformity only has positive societal implications.
18. During World War II, Nazi officers who stood trial after the war, said they were simply following orders. This is an example of _____.
- A. groupthink
 - B. blind obedience
 - C. military might
 - D. military anomie
19. Stanley Milgram's research illustrated our willingness to _____.
- A. obey commands of authority figures
 - B. conform to our own expectations
 - C. counter the arguments of those in authority
 - D. let others do our *dirty work*
20. The successful induction into a military unit involves _____.
- A. conformity
 - B. obedience
 - C. taking away individuality
 - D. all of the above
21. According to the sociologist _____, interaction patterns change when a third person joins a dyad—a group composed of two members.
- A. Georg Simmel
 - B. Emile Durkheim
 - C. Max Weber
 - D. Robert Merton

True / False

1. Applying sociologist Charles H. Cooley's theory on primary and secondary groups, twelve students in a graduate seminar may start out as a primary group but eventually become a secondary group as they get to know one another and communicate on a more personal basis.
2. According to sociologist William Graham Sumner's theory, Distinguishing between our ingroups and our outgroups helps us establish our individual identity and self-worth. Likewise, groups are solidified by ingroup and outgroup distinctions; the presence of an enemy or hostile group binds members more closely together.
3. The size of a group is one of its most important features. Interactions are more personal and intense in a small group, a collectivity small enough for all members to be acquainted with one another and to interact simultaneously.
4. Sociologist Georg Simmel suggested that small groups have distinctive interaction patterns that do not exist in larger groups. A coalition is an alliance created in a dyad in an attempt to reach a shared objective or goal.
5. From a functionalist perspective, instrumental leadership provides emotional support for members; this type of leadership is most appropriate when the group is dealing with emotional issues, and harmony, solidarity, and high morale are needed.
6. Race/ethnicity (the physical and cultural characteristics) is the most significant predictor of whether a person will participate in mainstream normative organizations.
7. Applying sociologist Max Weber's perspectives in developing an ideal type for bureaucracy in higher education, you would need to include the relationships among the governing bodies, administrators, faculty, staff, and students. You would also have to include the rules and policies that govern the school's activities.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Using examples, explain primary and secondary groups.
2. Distinguish between the two functions of leadership and the three major styles of group leadership.
3. How do sociologists distinguish among social groups, aggregates, and categories?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. CLO 1 video segment 2
2. BLO 1 textbook, pp. 146-147
3. DLO 1 textbook, p. 153
4. ALO 1 textbook, p. 148
5. CLO 1 video segment 2
6. BLO 1 video segment 2
7. DLO 1 video segment 2
8. ALO 1 video segment 2
9. ALO 2 video segment 3
10. BLO 2 video segments 3 and 4
11. BLO 2 video segment 4
12. CLO 2 video segment 4
13. BLO 2 video segment 4
14. CLO 2 video segment 4
15. ALO 3textbook, pp. 154-156; video segment 5
16. BLO 3textbook, pp. 154-156; video segment 5
17. DLO 3 video segment 5
18. BLO 3 video segment 5
19. ALO 3 video segment 5
20. DLO 3 video segment 5
21. ALO 1 textbook, p. 152

True / False

1. False.....LO 1.....textbook, pp. 146-147
2. True.....LO 1.....textbook, pp. 147-149
3. True.....LO 1.....textbook, pp. 152-153
4. False.....LO 1 and 2textbook, pp. 152-153
5. False.....LO 2.....textbook, p. 154
6. False.....LO 3.....textbook, pp. 158-159
7. True.....LO 1.....textbook, p. 159

Essay Questions

Answers should include the following types of statements/points:

1.LO 1 textbook, pp. 146-147

Possible Examples of Primary Groups:

- Family
- Peer groups (“good” friends)
- Support group
- Note: Many student have developed “non-traditional” primary groups (gangs).

Primary Group Characteristics:

- Usually small
- Personal orientation
- Shared activities
- Endures over time
- Time spent together
- Strong loyalty
- Non-interchangeable

Possible Examples of Secondary Groups:

- Organizations
- Associations
- Work group
- Class

Secondary Group Characteristics:

- Relationships involve few aspects of members’ personalities
- Joining group based on achieving goals
- Association based on some form of contract on written/unwritten agreement
- Specific scope of interaction
- Size varies

2.LO 1 textbook, p. 154

Both kinds of leadership are needed for groups to work effectively.

Three major styles of leadership exist in groups: authoritarian, democratic, and laissez-faire.

- Authoritarian leaders make all major group decisions and assign tasks to members. These leaders focus on the instrumental tasks of the group and demand compliance from others. In times of crisis, such as war or natural disaster, authoritarian leaders may be commended for their decisive actions. In other situations, however, they may be criticized for being dictatorial and for fostering intergroup hostility.
- By contrast, democratic leaders encourage group discussion and decision making through consensus building. These leaders may be praised for their expressive, supportive behavior toward group members, but they may also be blamed for being indecisive in times of crisis. Laissez-faire leaders are only minimally involved in decision making and encourage group members to make their own decisions.

- On the one hand, laissez-faire leaders may be viewed positively by group members because they do not flaunt their power or position. On the other hand, a group that needs active leadership is not likely to find it with this type of leadership, which does not work vigorously to promote group goals.

3.LO 1textbook, pp. 146-151

- A social group is a collection of two or more people who interact frequently, share a sense of belonging, and depend on one another.
- An aggregate is people who happen to be in the same place at the same time.
- A category is those who share a similar characteristic.

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Lesson 8

Formal Organizations And Bureaucracies

OVERVIEW

Our lives exist in a complex society and are affected by public and private organizations. Such organizations delineate a social structure allowing efficient and predictable ways to accomplish tasks. Such complex systems make bureaucracies necessary. Think about all the things you do during the day related to larger organizational systems. Organizations produce your clothes, your food, your car, the toothpaste you use every morning, the soap you use to wash clothes, the television you watch, the coffee you drink, the newspaper you read, and the computer you use.

Using the sociological perspectives to examine formal organizations and bureaucracies, sociologists help us understand their importance in society and our lives. Efficient production, individuals working together to meet goals, and tensions between management and personnel—these are some of the characteristics revealed by the sociological perspectives.

In this video lesson, you will hear from George Ritzer, author of *The McDonaldization of Society*. Ritzer talks about the effects of bureaucratization on society. According to Ritzer, McDonald's is successful because it represents the classic bureaucracy, with a clear division of labor and a uniform system of rules, making it predictable and highly efficient. For example, you know that at any McDonald's restaurant, the French fries take three minutes and ten seconds to cook and the hamburger patties cook in one minute and forty-eight seconds. An observer once said McDonald's customers "are not in search of 'the best burger they've ever had' but rather 'the same burger they've always had'."

While bureaucracies are efficient structures for managing large groups of people, they are frequently perceived as "iron cages" by those working within them. Some bureaucracies and formal organizations are trying new ways to offset the limitations too often associated with them. In this video lesson, you will learn what one organization, *Whole Foods Market*, is doing to offset many of the limitations of bureaucracies. You will meet a couple of employees and hear how Whole Foods Market is implementing a new philosophy within this formal organization.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 5, "Groups and Organizations," pp. 157-171.

Video: "Formal Organizations and Bureaucracies" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain how formal organizations and bureaucracies function.

LESSON LEARNING OBJECTIVES

1. Identify by example, types of formal organizations.
2. Define and give examples of the characteristics of bureaucracies.
3. Examine bureaucracies and formal organizations using the sociological perspectives.
4. Discuss *The McDonaldization of Society*.
5. Describe the limitations of bureaucracies and formal organizations.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is the definition of bureaucracy?
2. What are the characteristics of bureaucracies?
3. Why are bureaucracies so interested in conformity?
4. Why is McDonalds so successful? How is that success related to bureaucracy?
5. What is an example of a formal organization?
6. Identify how bureaucracies touch your life.
7. How would a sociologist using the functionalist perspective examine bureaucracies?
8. How would a sociologist using the conflict perspective examine bureaucracies?
9. How would a sociologist using the symbolic interactionist perspective examine bureaucracies?
10. What are the limitations of bureaucracies and formal organizations?
11. How is Whole Foods Market trying to overcome the limitations of bureaucracies and formal organizations?

RELATED ACTIVITIES

1. Create an organization which attempts to minimize the negative characteristics of bureaucracies.
2. List and explain three advantages and three disadvantages of working within a large bureaucracy.

3. Describe a situation or incident in which you have experienced two or more typical characteristics of bureaucracy. Explain how these were beneficial and helped you achieve your goals.
4. Describe a situation or incident in which you experienced the dysfunctional characteristics of a bureaucracy.
5. List at least one formal organization that touched your life you during each of these periods: early childhood, elementary school, high school, and college years.
6. Write a brief paper on what you see as the best organizational structure for the future. Be sure to touch on economic, political and social conditions.
7. Write a short comparison paper on the organizational structure in Japan compared with the organization structure in the United States. Take a stand on which organizational structure you view as the best. Be sure to support your opinion with specific details.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Patterns of activities and interactions that cannot be accounted for by its organizational chart in bureaucracies are called:
 - A. Associations
 - B. Bureaucracy's Other Face
 - C. Formal organizations
 - D. Impersonal Structures
2. A _____ is an example of an informal structure.
 - A. grapevine
 - B. workers union
 - C. tenant association
 - D. All of the above
3. _____ is a formal organization whose members pursue shared interests and arrive at a decision through a democratic process.
 - A. Bureaucracy
 - B. Voluntary association
 - C. Involuntary club
 - D. Corporation

4. In _____ organizations, members participate in order to attain material rewards and earn a living.
 - A. normative
 - B. utilitarian
 - C. coercive
 - D. voluntary
5. A prison would be an example of a _____ organization.
 - A. normative
 - B. coercive
 - C. utilitarian
 - D. isolated
6. There are explicit, and often written, rules defining who may participate and the scope and manner of that participation in _____.
 - A. bureaucratic organizations
 - B. informal organizations
 - C. primary groups
 - D. friendship cliques
7. Which of the following is NOT a characteristic of bureaucratic organizations as described by Max Weber?
 - A. Division of labor
 - B. Personal relationships
 - C. Hierarchy of authority
 - D. Impersonality
8. Max Weber believed that bureaucracy made human social life more _____.
 - A. disorganized
 - B. rational
 - C. irrational
 - D. personal
9. According to Max Weber, which of the of the following is NOT a way bureaucracies “rationalize” human societies?
 - A. Democracy
 - B. Impersonality
 - C. Norm of efficiency
 - D. Rules
10. A _____ means that promotions are based on seniority or achievement, or both.
 - A. bureaucracy
 - B. hierarchy
 - C. career ladder
 - D. regulation

11. A bureaucracy is a specific structure of statuses and roles in which the power to control actions of others is _____.
A. held by the majority
B. distributed equally among various levels of the organization
C. increased as one nears the top of the organization
D. used to preserve the democratic structure of the organization
12. _____ occurs when the rules become an end in themselves rather than a means to an end, and organizational survival becomes more important than achievement of goals.
A. The Hawthorne Effect
B. Goal Efficiency
C. The Rigidity Effect
D. Goal Displacement
13. Which sociological perspective would conclude that parts of the bureaucracy that are not working need to be weeded out?
A. symbolic interactionism
B. conflict
C. functionalism
D. postmodernism
14. Which of the following is an example of what sociologists using the functionalist perspective would call an efficiently operated bureaucracy?
A. Military
B. Prison system
C. Police system
D. All of the above
15. A sociologist using the _____ perspective would examine the informal relationships within the larger bureaucratic organization.
A. functionalist
B. symbolic interactionist
C. conflict
D. None of the above
16. Which of the following is NOT one of the four basic principles of McDonaldization?
A. Predictability
B. Efficiency
C. Calculability
D. Originality

17. Which of the following is NOT an example of what the organization featured in the video is attempting to do differently to offset the limitations of bureaucracies?
- A. Cross-training employees
 - B. Using decentralized teams in stores
 - C. Using participative decision making
 - D. Limiting access to upper management
18. Encouraging employees to do everything they can to please the customer is one way that the organization featured in the video is attempting to offset the limitation of bureaucratic
- A. alienation
 - B. anomie
 - C. isolation
 - D. None of the above
19. According to Robert Michels, all organizations encounter:
- A. the Peter Principle.
 - B. the iron law of oligarchy.
 - C. Murphey's Law.
 - D. groupthink.
20. The post-World War II Japanese organizational structure has all of the following characteristics except:
- A. employers have an obligation not to "downsize" by laying off workers.
 - B. managers take pay cuts when their companies are financially strapped.
 - C. employers have to compete with each other to keep their workers.
 - D. workers have a high level of productivity.
21. The Urban League and National Association for the Advancement of Colored People (NAACP) are examples of
- A. utilitarian organizations.
 - B. total institution organizations.
 - C. coercive organization.
 - D. normative organizations.
22. Organizations that people are forced to join are called
- A. utilitarian organizations.
 - B. total institution organizations.
 - C. coercive organization.
 - D. normative organizations.

True / False

1. According to sociologist Robert Merton, the term bureaucratic personality describes those workers who are more concerned with following correct procedures than they are with getting the job done correctly. Such workers are usually capable of handling a unique problem or an emergency effectively, but are frequently unable to handle routine situations.
2. Many women do not report incidents of harassment because they fear they may lose their job or suffer retaliation from their boss or co-workers. When harassment occurs in the workplace, women may simply quit their jobs.
3. Political sociologist Robert Michels stated that all organizations encounter the “iron cage anarchy” – the tendency to become a bureaucracy ruled by the few. His central idea was that those who control bureaucracies wield power but have no interest in retaining their power.
4. A number of social scientists and management specialists concluded that guaranteed lifetime employment and a teamwork approach to management were the major reasons that Japanese workers had been so productive since the end of World War II, when Japan’s economy was in shambles.
5. In Quality Circles, workers are motivated to save the corporation money because they, in turn, receive bonuses or higher wages for their efforts. They have been praised for creating worker satisfaction, helping employees develop their potential, and improving productivity.
6. The formal side of a bureaucracy is composed of those aspects of participants’ day-to-day activities and interactions that ignore, bypass, or do not correspond with the official rules and procedures of the bureaucracy.
7. Perpetuation of race, class, and gender inequalities are one of the major problems of bureaucracies.
8. Max Weber coined the term *iron law of oligarchy*—the tendency to become a bureaucracy ruled by the few.
9. Quality circles are small work groups made up of about five to fifteen workers who meet regularly with one or two managers to discuss the group’s performance and working conditions.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. List and explain three advantages and three disadvantages of working within a large bureaucracy.
2. What are the strengths and weaknesses of bureaucracies?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. B.....LO 1 textbook, p. 162
2. A.....LO 1 textbook, p. 162
3. B.....LO 1 video segment 2
4. B.....LO 1 video segment 2
5. B.....LO 1 video segment 2
6. A.....LO 2 textbook, p. 159
7. B.....LO 2 textbook, pp. 160-161
8. B.....LO 2 textbook, p. 159
9. A.....LO 2 textbook, pp. 159-161
10. C.....LO 2 video segment 2
11. C.....LO 2 textbook, p. 159; video segment 2
12. D.....LO 2 textbook, p. 163
13. C.....LO 3 video segment 4
14. D.....LO 3 video segment 4
15. B.....LO 3 video segment 4
16. D.....LO 4 video segment 5
17. D.....LO 5 video segment 6
18. A.....LO 5 video segment 6
19. B.....LO 5.....textbook, p. 165
20. C.....LO 5.....textbook, pp. 166-167
21. D.....LO 1.....textbook, p. 159
22. C.....LO 3.....textbook, pp. 157-160

True / False

1. FalseLO 3 textbook, pp. 162-163
2. True.....LO 5 textbook, pp. 164-165
3. FalseLO 5 textbook, p. 165
4. True.....LO 5 textbook, pp. 166-167
5. True.....LO 5 textbook, pp. 166-167
6. FalseLO 2 textbook, p. 162
7. True.....LO 5 textbook, p. 162
8. FalseLO 3 textbook, p. 165
9. True.....LO 3 textbook, p. 167

Essay Questions

Answers should include the following types of statements/points:

1.LO 2, 3textbook, pp. 159-166; video segments 2 and 6

Advantages:

- Job responsibilities clear
- Clear supervisory structure
- Rules are written down
- Job performance evaluated
- Career Ladder posted so all have opportunity
- Increased productivity can result in pay increase

Disadvantages:

- Can “limit” an employee through rigidity and inefficiency
- Goal displacement
- Employees are often more concerned with procedure instead of getting the job done
- Tendency to have the law of oligarchy in which bureaucracies are ruled by the few
- Perpetuation of race, class, and gender inequalities
- Resistance to change

2.LO 5, 3 textbook, pp. 159-166

The informal structure of bureaucracies may enhance productivity or may be counterproductive to the organization. A bureaucracy may be inefficient, resistant to change, and a mechanism for perpetuating class, race, and gender inequality. Bureaucracy also contributes to coordination and control through rationality.

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Lesson 9

Communities, Societies, and Nations

OVERVIEW

As a political entity, America is a nation. Communities, where people gain a sense of identity and belonging, comprise this nation. America is also a society, with complex social structures organized to meet the needs of its people. Within this nation, this society, and these communities, individuals live, work, and play together in groups, creating the meaning and values that shape their lives. American society is more than just groups of people. It is a meaningful social structure that organizes and bonds its members to carry out the major functions of life, such as reproduction, sustenance, shelter, and defense.

In this video lesson, you will learn that America, like all societies, is not static. You will learn about different types of societies and how they change at varying rates of speed. You will explore societal change in terms of the characteristics of societies: *gemeinschaft* and *gesellschaft*, *primary* and *secondary* groups, and *role* and *status*.

You will learn more about what it means to be a nation through Chad Smith, Principal Chief of the Cherokee Nation. The Cherokee Nation has been a domestic nation since it was designated as such by a U.S. Supreme Court ruling in the case of *Worcester v. Georgia* and the *Cherokee Nation v. Georgia* in 1830 and 1832.

In this video lesson, you will hear from community members about types of communities within the city of Los Angeles. One is considered a territorial community and another is considered a non-territorial community. The virtual community is a third type of community. What are the differences and similarities in communities in terms of how members interact?

You will travel by video to Santa Fe, New Mexico, an exclusive arts Mecca and a destination for wealthy Asians, Europeans, and Hollywood celebrities. While visiting Santa Fe, you will explore why change is inevitable when newcomers enter a community and how the reactions to this change vary. The debate over change in Santa Fe has been going on for a long time. The challenges faced by Santa Fe are typical of many communities in today's mobile society. How might the manner in which we address those challenges determine the future of our communities?

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 4, "Social Structure and Interaction in Everyday Life," pp. 112-143.

Video: "Communities, Societies and Nations" from the series *Exploring Society: Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss the interdependence among, and within, communities, societies, and nations.

LESSON LEARNING OBJECTIVES

1. Describe the different types of societies, noting the characteristics of *gemeinschaft* and *gesellschaft*, *primary* and *secondary groups*, and role and status within each type.
2. Explain the characteristics of a nation.
3. Describe the characteristics and types of communities that exist in society.
4. Describe how change can affect communities.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. When did hunting-and-gathering societies begin to develop permanent settlements? What is the significance of this?
2. What social changes made human life take the form it does today?
3. When did human societies develop language?
4. What are the characteristics of the hunting-and-gathering society?
5. What are the characteristics of the pastoral society? Horticultural society?
6. Why was the domestication of animals important?
7. What are the most important factors of social evolution for the agrarian society?
8. When did social stratification develop in society?
9. What is the social order related to the Industrial Revolution?
10. What is the theory of post-industrial society?
11. What are the different types of societies? What are their characteristics?
12. What are *gemeinschaft* and *gesellschaft*?
13. What are primary and secondary groups?
14. What is *status*? What is *master status*? Give examples.
15. What is *role*, *role conflict*, and *role strain*? Give examples.
16. How do status and role differ in each of the different types of societies?

17. What functions do communities serve?
18. How and why do communities change?
19. What do we mean by a “sense of community”?
20. Why are “gated communities” popular?

RELATED ACTIVITIES

1. Describe at least two examples of ways in which residents of your neighborhood or other neighborhoods in your city try to “defend” the neighborhood from “invasion.”
2. Based on your experience or that of someone you know who has lived in or knows a lot about a small town, describe the advantages and the disadvantages of community in that town. Describe specific instances or situations to illustrate your points.
3. Describe at least one non-territorial community to which you or someone you know belongs. What are the personal and social benefits of belonging to this community?
4. What are three advantages and three disadvantages of living where you do? Name the town or city, and describe the advantages and disadvantages you have identified.
5. Age, gender, kind of relationship, and social class are important factors in the allocation of personal space. Write a short paper stating whether you agree or disagree with the idea that power differentials between people are reflected in personal physical space and privacy issues between people in communities. For example, are there differences in the physical space between people in upper, middle and lower classes?
6. Look for a specific organization on your campus or community that works with the homeless. If you can’t find one, enlist the help of your friends. Engage in a community service project that will benefit the homeless. Write a short paper on how this community service effected you.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. _____ occurs when incompatible demands are built into a single status that a person occupies.
 - A. Status inconsistency
 - B. Role strain
 - C. Status frustration
 - D. Role conflict
2. The organization of theoretical knowledge is the central force in which of the following types of societies?
 - A. Agrarian
 - B. Pastoral
 - C. Industrial
 - D. Postindustrial
3. Emile Durkheim believed that people in pre-industrial societies feel a more or less automatic sense of belonging. He referred to this condition as:
 - A. organic solidarity.
 - B. cohesive bonding.
 - C. primitive bonding.
 - D. mechanical solidarity.
4. The _____ marked a dramatic shift from agrarian societies to industrial societies.
 - A. Civil War
 - B. World War II
 - C. Industrial Revolution
 - D. growth of cities
5. Which of the following would be an example of *gemeinschaft* interactions within a post-industrial society?
 - A. July 4
 - B. Presidents' Day
 - C. Christmas
 - D. September 11, 2001
6. Which of the following apply to a post-industrial society?
 - A. Blurring of traditional statuses for men and women
 - B. Blurring of traditional statuses regarding age
 - C. Changing in terms of roles attached to specific statuses
 - D. All of the above

7. In an agrarian society, you saw the emergence of the _____.
A. primary group
B. secondary group
C. interactive
D. cooperative
8. *Gesellschaft* means:
A. association
B. futuristic
C. commune or community
D. achievement
9. *Gemeinschaft* means:
A. association
B. futuristic
C. commune or community
D. achievement.
10. _____ are sets of primary and secondary groups in which the individual carries out important life functions.
A. Neighborhoods
B. Societies
C. Association
D. Communities
11. More than a nation of geographic boundaries, the Cherokee Nation is a nation of _____.
A. history
B. ceremony
C. people
D. all of the above
12. Sherman Oaks is an example of a _____ community.
A. geographic
B. slated
C. territorial
D. planned
13. Which of the following is true about communities?
A. Something that we feel
B. Defined by places
C. Defined by associations
D. All of the above

14. The Internet has made it possible for _____ communities to form all over the world.
- A. territorial
 - B. global
 - C. non-territorial
 - D. interest
15. An example of how change has affected Santa Fe in both positive and negative ways is _____.
- A. integrated neighborhoods
 - B. increased education
 - C. increased diversity in the local population
 - D. outsiders bringing money and new businesses to the community
16. _____ are becoming a part of Santa Fe neighborhoods.
- A. Gated communities
 - B. Integrated neighborhoods
 - C. Rental houses
 - D. All of the above
17. A young person who has been told repeatedly that she or he is not a good student and, as a result, stops studying and receives failing grades is an example of a(n):
- A. selective perception
 - B. objective deduction
 - C. subjective reality
 - D. self-fulfilling prophecy
18. Ethnomethodologist Harold Garfinkel assigned different activities to his students to see how breaking the unspoken rules of behavior created confusion. His research involved a series of:
- A. shared experiences.
 - B. breaching experiments.
 - C. dramaturgical analyses.
 - D. impression managements.
19. According to sociologist Arlie Hochschild, people acquire a set of _____, which margins the appropriate emotions for a given role or specific situation.
- A. role expectations
 - B. emotional experiences
 - C. feeling rules
 - D. nonverbal cues

20. According to anthropologist Edward Hall, _____ space is the immediate area surrounding a person that the person claims as private.
- A. private
 - B. social
 - C. personal
 - D. intimate

True / False

1. In Gemeinschaft societies such as the United States, a prevailing core value is that people should be able to take care of themselves. Thus many people view the homeless as “throwaways” – as beyond help or as having already had enough done for them by society.
2. Although all jobs place some burden on our feelings, emotional labor occurs only in jobs that require personal contact with the public or the production of a state of mind (such as hope, desire, or fear) in others.
3. Sociologist Emile Durkheim coined the term organic solidarity to refer to the social cohesion found in industrial (and perhaps postindustrial) societies, in which people perform very specialized tasks and feel united by their mutual dependence.
4. Sociologist Emile Durkheim stated that as societies industrialized and developed more specialized economic activities, social solidarity came to be rooted in the member’s shared dependence on one another.
5. A primary group is a small, less specialized group in which members engage in face-to-face, emotion-based interactions over an extended period of time. They include our family, close friends, and school or work related peer groups.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Define and give an example of role conflict and role strain.
2. Describe and give an example of a gated community. What are three advantages of living in a gated community and the disadvantages of living in such a community?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. B.....LO 1 textbook, p. 122
2. D.....LO 1 textbook, pp. 128-130
3. D.....LO 1 textbook, p. 127
4. C.....LO 1 video segment 2
5. D.....LO 1 video segment 2
6. D.....LO 1 video segment 2
7. B.....LO 1 video segment 2
8. A.....LO 1 textbook, p. 128
9. C.....LO 1 textbook, p. 128
10. D.....LO 2 textbook, pp. 128-129
11. C.....LO 2 video segment 3
12. C.....LO 3 video segment 4
13. D.....LO 3 video segment 4
14. C.....LO 3 video segment 4
15. D.....LO 3 video segment 4
16. A.....LO 3 video segment 4
17. D.....LO 4.....textbook, p. 131
18. B.....LO 4.....textbook, p. 132
19. C.....LO 4.....textbook, p. 134
20. C.....LO 4.....textbook, p. 138

True / False

1. False.....LO 1 textbook, p. 128
2. True.....LO 1 textbook, pp. 134-135
3. True.....LO 3 textbook, p. 127
4. True.....LO 3 textbook, pp. 128-129
5. True.....LO 3 textbook, p. 124

Essay Questions

Answers should include the following types of statements/points:

1.LO 1 textbook, pp. 121-123

Role conflict:

A situation where incompatible role demands are placed on a person by two or more statuses held at the same time.

Example: as a student, you need to study for an upcoming test. (social role = student) while at the same time your job requires you to work later. (social role = employee) The roles of student and employee are in conflict.

Role strain:

A condition that occurs when incompatible demands are built into a single status that a person occupies.

Example: as a single mother, you need to be at the PTA meeting for your daughter but you also needed to be at your son's piano recital. The role of mother is being strained by dual expectations.

2.LO 4 video segment 5

A gated community is a residential area that is encircled by a fence or barrier of some kind. Only people who live in the community can gain access.

Advantages:

- Security
- Property value remains stable
- Homogenous community sharing similar values

Disadvantages

- Isolated from reality
- Lack of diversity
- Elitism

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Lesson 10

Social Stratification

OVERVIEW

There are people who hold great wealth, power, and status—and those who don't. Societies have been divided into different social levels, or strata. This is called *social stratification*.

When the *Titanic* hit the iceberg on that April night in 1912, passengers' social levels and social statuses contributed to survival. Consider some of the social facts about the survivors:

- More than 60% were from the wealthy, first-class deck.
- About 36% were from the second-class deck.
- Only 24% were from the lowest or “steerage” class.
- In first class, 97% of women and children were saved.
- In second class, 89% of women and children survived.
- Only 42% of women and children in steerage were saved.

For the passengers of the *Titanic*, the social level or strata meant more than just differences in the types of comforts they enjoyed or food they ate. On that April night, it literally meant life or death.

Today, our chances of survival or living well are largely influenced by the social stratification system of our society. In India, the caste stratification system is a rigid system that was officially abolished by the Indian government in 1949. However, its influence still exists, closely tied to religious and cultural beliefs. For Europeans, the estate system historically consisted of three groups—the nobility, the clergy, and the working class. Closely tied to land ownership, this stratification system was also rigid, without opportunity for social mobility. Here in the United States of America, social mobility is most often associated with the class system of social stratification. This system uses specific criteria for determining one's social class—income, education, and occupation.

In this video lesson, sociologists explore social stratification using the sociological perspectives to understand why social stratification is such an enduring element of society. Whether examining the inequality of power, society's need to differentiate society's rewards, or the shifting concepts of prestige, sociologists provide society with insights about social stratification.

In this video lesson, you'll meet sociologist Elaine Bell Kaplan and hear how she achieved upward social mobility. Her journey is not without personal struggle and heartache. Dr. Kaplan grew up in Harlem—one of seven children in a family that struggled each day. She recalls getting on the bus in Harlem and riding to the museums and cultural centers in New York City. These visits opened up the world to her and early in her life, she made the decision to leave Harlem. Education was her way out of Harlem, and it paved the road to her present position at the University of Southern California.

While we claim that America is the “land of opportunity,” we also live with the possibility of losing that which we have achieved. The emotional journey that occurs in

situations of loss is often a journey of hurt and confusion. Such situations are not as visible as the differences that were apparent on the *Titanic*, where survival was determined largely by the type of ticket you held.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 6, “Class and Stratification in the United States,” pp. 212-251, and Chapter 7, “Global Stratification,” pp. 252-279.

Video: “Social Stratification” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain the concept of social stratification.

LESSON LEARNING OBJECTIVES

1. Describe the systems of social stratification.
2. Explain global social stratification using the sociological perspectives.
3. Describe and give examples of the types of social mobility.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *social stratification*?
2. Describe the social stratification systems *caste* and *class*.
3. Give examples of each of the systems of social stratification.
4. How are life chances related to social stratification?
5. Why does the caste system still exist in India although officially banned?
6. What is *social mobility*?
7. What is *intergenerational mobility*?
8. What is *intragenerational mobility*?

9. What is an *open* social stratification system? *Closed* social stratification system?
10. Using the functionalist perspective, explain social stratification.
11. Using the conflict perspective, explain social stratification.
12. Using the interactionist perspective, explain social stratification.
13. What societal forces/changes did Marx not envision?
14. Tell the story of Dr. Elaine Bell Kaplan as it relates to social stratification and social mobility.

RELATED ACTIVITIES

1. Pretend that you have won a \$2 million lottery. Let us assume that you wish to use the money to become upwardly mobile. How would you spend it? Would your choices be based on your present tastes? If not, how would you acquire “higher” tastes? How would your relationships with friends change? What would be the psychological and social costs of this new life to you and your family?
2. Are you class conscious? Do you accept your social class as right, proper, and equitable? Explain why or why not.
3. Describe an individual in your community who has a lot of prestige or power or both but not much wealth. What social class would you put that person in? Explain how he or she illustrates either Karl Marx’s or Max Weber’s view of social stratification and mobility.
4. Do you know of a divorced woman who has experienced downward mobility? Describe the evidence of her downward mobility.
5. Give an example of someone you know who used education to attain upward social mobility.
6. Write a brief family history discussing the intergenerational and intra-generational social mobility patterns in your own family.
7. Think about your home town. Write a brief description on the differences and similarities between the upper-class, middle-class, and lower-class families.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. _____ are social strata into which people are born and in which they remain for life.
 - A. Estates
 - B. Castes
 - C. Classes
 - D. Fixed strata
 - E.

2. *Class* social strata are based primarily on _____ criteria.
- A. inherited
 - B. assigned
 - C. economic
 - D. accomplished
3. The principal forces that produce stratification are related to the ways in which people _____.
- A. earn their living
 - B. educate themselves
 - C. are raised
 - D. gain their family name
4. The people who are at or near the bottom of a social stratification system _____.
- A. lack wealth
 - B. lack opportunities
 - C. lack power
 - D. All of the above
5. In this video lesson, while _____ percent of the women and children in the *Titanic*'s first class were saved, only _____ percent of the women and children in steerage were saved.
- A. 90; 80
 - B. 85; 10
 - C. 97; 42
 - D. 50; 30
6. The ordering of social groups and individuals hierarchically is _____.
- A. social ordering
 - B. social stratification
 - C. social leveling
 - D. social place
7. The _____ social stratification system was composed of _____ groups.
- A. caste; five
 - B. estate; three
 - C. estate; six
 - D. caste; eight
8. In this video lesson, which of the following is NOT one of the factors influencing social class movement?
- A. Economic conditions
 - B. Education
 - C. Personal effort
 - D. All of the above are factors

9. The extent individuals have access to important societal resources is:
- A. life chances
 - B. social stratification
 - C. social mobility
 - D. social opportunity
10. Sociologists using the _____ theory would say that the rich countries have exploited low-income countries.
- A. dependency
 - B. world systems
 - C. modernization
 - D. division of labor
11. The concept face is related to _____.
- A. acting non-physically
 - B. verbal assaults
 - C. status differentiation
 - D. tattooing
12. _____ mobility refers to one's chances of rising to or falling from one social class to another within one's own lifetime.
- A. Intergenerational
 - B. Self
 - C. Lifetime
 - D. Intragenerational
13. One reason upward social mobility has been easier to achieve in the United States is because _____.
- A. mobility does not occur in other countries
 - B. the class system exists in America
 - C. mobility does not occur in other stratification systems
 - D. education is available
14. In this video lesson, sociologist Elaine Bell Kaplan's personal story is a good example of _____ mobility.
- A. gender
 - B. downward
 - C. upward
 - D. None of the above
15. One of the reasons Dr. Kaplan wanted to leave her neighborhood was _____.
- A. the schools didn't teach
 - B. the high use of drugs
 - C. there was no work
 - D. All of the above

16. Both downward social mobility and upward social mobility is often associated with _____.
- A. a better life
 - B. more friends
 - C. more personal peace
 - D. emotional tolls
17. According to Walt Rostow's theory, the _____ is the first stage of the economic development of a country, wherein very little social change takes place.
- A. historical stage
 - B. traditional stage
 - C. take-off stage
 - D. technological stage
18. The _____ theory states that global poverty is partially caused by the exploitation of the low-income countries by the high-income countries.
- A. development and modernization
 - B. new international division of labor
 - C. world systems
 - D. dependency
19. According to the _____ theory, the capitalist world-economy is a global system divided into a hierarchy of three major types of nations.
- A. world systems
 - B. dependency
 - C. development and modernization
 - D. new international division of labor
20. According to the _____ theory, commodity production is split into fragments that can be assigned to the part of the world that can provide the most profitable combination of capital and labor.
- A. world systems
 - B. new international division of labor
 - C. dependency
 - D. development and modernization

True / False

1. According to the textbook, the problem of inequality lies not in poverty, but in excess.
2. According to the development approach in studying global inequality, an increase in the standard of living of a country meant that a nation was moving toward economic development.
3. The term "underdevelopment" has been largely dropped in favor of measurements such as sustainable development.

4. According to the classification of economies by income, many countries referred to as “middle income” have very few of their population living in poverty.
5. Subjective poverty is defined as a condition in which people do not have the means to secure the most basic necessities.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. Do you know of a divorced woman who has experienced downward mobility? Describe the evidence of her downward mobility.
2. What is social stratification? How does it affect our daily life?
3. What are the major systems of stratification?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. B.....LO 1 video segment 2
2. C.....LO 1 textbook, pp. 219-224
3. ALO 1 textbook, pp. 212-214
4. DLO 1 textbook, pp. 212-219
5. C.....LO 1 telecourse guide overview, p. 93; video segment 2
6. B.....LO 1 video segment 2
7. B.....LO 1 video segment 2
8. DLO 1 video segment 2
9. ALO 1 textbook, p. 194
10. ALO 2 video segment 3
11. C.....LO 2 video segment 3
12. DLO 3 video segment 4
13. B.....LO 3 video segment 4
14. C.....LO 3 video segment 5
15. B.....LO 3 video segment 5
16. DLO 3 video segment 5
17. B.....LO 2.....textbook, pp. 267-269
18. DLO 2.....textbook, pp. 269-271
19. ALO 2.....textbook, pp. 271-272
20. B.....LO 2.....textbook, pp. 272-274

True / False

1. True.....LO 2 textbook, pp. 254-256
2. True.....LO 2 textbook, pp. 257-259
3. True.....LO 2 textbook, pp. 257-259

4. FalseLO 2 textbook, pp. 260-262
5. TrueLO 2 textbook, p. 263

Essay Questions

Answers should include the following types of statements/points:

1.LO 3 video segment 4

Answer Explanation:

- Decreased income/buying power and lack of established credit
- Loss of status, loss of home and moving into a “lesser” place
- “Necessary employment
- Loss of insurance coverage
- Increasing cost of childrearing (including day-care)

2.LO 2 textbook, p. 214

Social stratification is the hierarchical arrangement of large social groups based on their control over basic resources. People are treated differently based on where they are positioned in society and within each of the social hierarchies of class, race, gender and age.

3.LO 1 textbook, pp. 214-219

Systems of stratification include slavery, caste and class. Slavery is a closed system of stratification in which people are owned by others. A caste system is also a closed system in which people’s status is determined at birth based on their parents’ position in society. The class system is used in the United States. It is based on ownership of resources and on the type of work that people do.

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Lesson 11

Social Class

OVERVIEW

When most of us think of social class in our everyday lives, we are likely to define class using a combination of observable characteristics such as speech patterns, material possessions, mannerism, and style of dress. Sociologists also consider information such as income, wealth, occupational status, and educational attainment. This is a more systematic way of defining social class rather than relying entirely on outward appearances. Even so, the boundaries between classes tend to be blurred. Some sociologists argue that there aren't any discrete classes with clearly defined boundaries but rather a socioeconomic continuum upon which we place individuals.

In the lesson video, sociologists talk about how they define the concepts of wealth, power, and prestige—powerful aspects of social class that are reinforced in tangible and intangible ways. For example, the kind of car we drive, the type of home we live in, where we go on vacation, the hobbies we enjoy where we buy our clothes—all of these can indicate social class. While any single indicator can be misleading, when a sociologist explores several of the indicators of social class, a general picture begins to form.

There are real differences among the classes. In the lesson video, you will hear about differences in education, income, and occupation—three powerful indicators of social class. As the sociologists talk about the indicators of social class, ask which social class would you put yourself in, and why? How are you making that determination? If you are like most people, you will use indicators that are common to more than one social class. But what are the dominant indicators of education, occupation, and income?

Social class implies more than just economic position. Your social class helps you understand the world and where you fit into it. We often derive a description of self-worth, culture, and quality of life from social class.

It is the sociologist who studies the complexities of social class and how social class is determined. How does social class relate to life chances? By viewing social classes as social categories, sociologists provide insightful observations. In American society for example, the probability for being arrested is higher among working-class and poor people. People in those same social classes are more likely to get convicted in a court of law, go to prison, and even receive the death penalty than are people in the upper social classes. People in the lower social classes are more likely to die as a result of homicide, accidents, or inadequate health care than are people in the upper classes. The death rate for Americans with family incomes of less than \$9,000 is three times higher than that of people with family incomes of more than \$25,000 a year.

Finally, in the lesson video, you will meet the Guerry family. You will spend time with them and learn how they live their lives. You will be given important information about the Guerry family; use this information to draw your own conclusions about their social class and life chances.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 7, "Class and Stratification in the United States," pp. 212-251.

Video: "Social Class" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain the concept of social class in the United States.

LESSON LEARNING OBJECTIVES

1. Discuss the ways sociologists measure social inequality.
2. Discuss how wealth, power, and prestige are related to social class.
3. Differentiate among the social classes.
4. Given an example, describe the factors that determine life chances.
5. Differentiate among types of poverty.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *social class*?
2. What is *wealth*? How is wealth different than income?
3. How is income distributed in the United States?
4. What is *power*?
5. Who are the *power elite*?
6. What is *prestige*?
7. How is prestige related to jobs?
8. What are the subjective and objective methods of determining social class?
9. What are the levels of social class?

10. What are the characteristics of each level of social class?
11. What are the most commonly used measures of inequality?
12. How do sociologists measure social inequality?
13. What are some of the findings from a sociological examination of social inequality?
14. What is *occupational prestige*?
15. How do sociologists define life chances?
16. What is absolute poverty?
17. What is official poverty?
18. What is relative poverty?
19. What is educational prestige?

RELATED ACTIVITIES

1. Describe the divisions that exist in your community between the working class and the upper class. What evidence illustrates the gap in income and lifestyle between the two classes?
2. In which social class do you fit? (You may use any of the descriptions of social classes described in the textbook, but mention which one you are using). Are there aspects of your lifestyle, income, or job that would place you in two social classes?
3. How is your education contributing to your social-class standing now and in the future? How is it likely to affect your health and other aspects of your “life chances”?
4. When you were a child, did your parents or others put pressure on you to perform well in school? If so or if not, how did this affect your behavior, attitude, values, and other responses? How has your education affected your life chances?
5. Do you know a person in the working class who illustrates some of the changes described in the textbook? Into which of the major divisions of American working class does or did the person fit?
6. Ask five of your associates what characteristics they would associate with upper-class people, middle-class people and lower-class people. Summarize your results. Are these opinions based more on fact or on labeling?
7. Locate several magazines from your local library. Find advertisements concerning beer and alcohol. Look for differences in print ads for beer and hard liquors. For example, who is the audience for each advertisement. Write a short paper discussing your findings and how this reflects attitudes and labels in our society.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT one of the most commonly used measures of inequality?
 - A. Wealth
 - B. Occupation
 - C. Family
 - D. Income
2. _____ is most often used as an initial indicator of social class inequality.
 - A. Income
 - B. Occupation
 - C. Education
 - D. Family background
3. In the United States, there is an increasing demand for educated people; thus, education becomes the primary vehicle for _____.
 - A. increased income
 - B. upward mobility
 - C. increased earning power
 - D. All of the above
4. Disparities in wealth are more pronounced when compared across racial, ethnic, marital status, and age categories. According to the Census Bureau, all of the following were true in 2000, except:
 - A. the average white household was more than ten times that of the average African American household.
 - B. married couples have a higher net worth than the unmarried.
 - C. the average white household was more than eight times that of the average Latina/o household.
 - D. households headed by younger people are wealthier than those headed by people age 55 and older.
5. According to Erik Olin Wrights (conflict) model, the working class:
 - A. is made up primarily of unskilled blue-collar workers.
 - B. does not include white-collar workers.
 - C. consists of about 50 percent of all employees in the United States.
 - D. includes owners of “mom and pop shops” and “shoebox businesses.”
6. According to Erik Olin Wright’s Marxian model, persons in the small-business class:
 - A. have employees who do all of their work.
 - B. pursue this avenue in the hopes of achieving the American Dream.
 - C. share no attributes with members of the capitalist class.
 - D. include many people of color.

7. The social class most shaped by education is the _____.
 - A. upper class
 - B. upper middle class
 - C. middle class
 - D. working class
8. The lower middle class would usually have what level of education?
 - A. Public school
 - B. Community college
 - C. Four year state college
 - D. All of the above
9. The social class that is probably experiencing the most rapid social change is the _____.
 - A. upper class
 - B. upper middle class
 - C. lower middle class
 - D. working class
10. Store clerks would be an example of a job typical for the _____.
 - A. lower middle class
 - B. working class
 - C. lower class
 - D. None of the above
11. Sociologists study life chances related to _____.
 - A. social class
 - B. social mobility
 - C. life opportunity
 - D. individual attainment
12. The lower the social class, the more _____ the work.
 - A. beneficial
 - B. prestigious
 - C. unhealthy
 - D. meaningful
13. Tony and Kay Guerry work as _____ in their home.
 - A. graphic/web designers
 - B. upkeep managers
 - C. child care facilitators
 - D. None of the above

14. One of the ways the Guerrys can increase their income is to _____.
A. stop working at home
B. work for a computer firm
C. expand their business
D. None of the above
15. The Guerrys are putting money aside each month for _____.
A. a new house
B. a new car
C. their children's education
D. All of the above
16. Which of the following is NOT a type of poverty?
A. Absolute
B. Subjective
C. Relative
D. Circumstantial
17. _____ poverty reflects an income that is not sufficient to supply a family or individual with the basic necessities of maintaining a quality life.
A. Absolute
B. Official
C. Relative
D. All of the above
18. The trend in which women disproportionately are represented among individuals living in poverty is:
A. absolute poverty
B. relative poverty
C. situational poverty
D. the feminization of poverty
19. According to the conflict explanation of social inequality:
A. the existence of social inequality serves as a motivating force for people
B. the wealthy are smarter than other people
C. laws and informal social norms support inequality in the United States
D. all of the above
20. According to the functionalist explanation of social inequality:
A. all societies have important tasks that must be accomplished and certain positions that must be filled.
B. The most important positions must be filled by the most qualified people.
C. The most highly rewarded positions should be those that are functionally unique and on which other positions rely.
D. All of the above.

21. Which of the following individuals defined the underclass as poor, seldom, seldom employed, and caught in long-term deprivation that results from low levels of education and income and high rates of unemployment?
- A. Marx.
 - B. Durkheim.
 - C. Weber.
 - D. Gilbert.
22. According to _____ theory, people attain high positions in society because they are the most qualified and they work the hardest.
- A. functional
 - B. post-modern
 - C. symbolic interaction
 - D. conflict

True / False

1. The American Dream is the belief that if people work hard and play by the rules, they will have a chance to get ahead. Moreover, each generation will be able to have a higher standard of living than that of its parents.
2. Wealth refers to accumulated assets in the form of various types of valued goods, including property such as buildings, land, farms, houses, factories, and cars, as well as other assets such as bank accounts, corporate stocks, bonds, and insurance policies.
3. According to sociologist Karl Marx, class position and the extent of our income and wealth are determined by our work situation, or our relationship to the means of production.
4. Sociologist Karl Marx stated that capitalistic societies consist of two classes – the proletariat class that consists of those who own the means of production and the bourgeoisie class that consists of those who must sell their labor to the owners in order to earn enough money to survive.
5. According to sociologist Karl Marx, the capitalist class maintains its position at the top of the class structure by control of the society's superstructure, which is composed of the government, schools, churches, and other social institutions that produce and disseminate ideas perpetuating the existing system of exploitation.
6. In discussing wealth, sociologist Max Weber identified entrepreneurs as a class of wealthy individuals who live off their investments and do not have to work.
7. Sociologists often use the term socioeconomic status (SES) to refer to a combined measure that attempts to classify individuals, families, or households in terms of factors such as income, occupation, and education to determine class location.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. How is your education contributing to your social-class standing now and in the future? How is it likely to affect your health and other aspects of your “life chances”?
2. Has your social-class position constrained or helped you in achieving your educational goals? Explain.
3. How do sociologists view poverty?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. C LO 1 textbook, pp. 219-223
2. A LO 1 textbook, p. 230
3. D LO 2 textbook, pp. 238-239
4. D LO 3 textbook, p. 233
5. C LO 2 textbook, pp. 227-228
6. B LO 2 textbook, pp. 227-228
7. B LO 3 video segment 3
8. D LO 3 video segment 3
9. D LO 3 video segment 3
10. B LO 3 video segment 3
11. A LO 4 video segment 4
12. C LO 4 video segment 4
13. A LO 4 video segment 4
14. C LO 4 video segment 4
15. C LO 4 video segment 4
16. D LO 5 textbook, p. 239
17. A LO 5 textbook, p. 239
18. D LO 5 textbook, p. 241
19. C LO 5 textbook, pp. 245-246
20. D LO 5 textbook, p. 245
21. D LO 3 textbook, p. 262
22. D LO 2 textbook, pp. 245-247

True / False

1. True LO 1 textbook, pp. 213-214
2. True LO 1 textbook, p. 221
3. True LO 4 textbook, pp. 220-221
4. False LO 3 textbook, pp. 220-221
5. True LO 3 textbook, pp. 220-221

6. FalseLO 3 textbook, pp. 221-223
7. TrueLO 1 textbook, p. 222

Essay Questions

Answers should include the following types of statements/points:

1.LO 2, 3 video segments 2 and 3

Education provides a means to:

- More employment opportunities
- Supervisory positions
- More money
- Jobs with benefits (health coverage, etc.)
- Social class mobility
- Family health benefits (more and better health care)
- Homes located in “nice neighborhoods”
- Better schools (more dollars for each student)
- Less exposure to drugs, crime
- Schools provide more extracurricular activities
- Family support; education valued
- Better nutrition

2.LO 4 video segment 4

Usually, the higher one’s social-class position, the more opportunity or access he or she has to better education. An exception would be access through scholarships.

3.LO 5 textbook, pp. 239-245

Absolute poverty exists when people do not have the means to secure the basic necessities of life. Relative poverty exists when people may be able to afford basic necessities but still are unable to maintain an average standard of living.

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Lesson 12

Gender

OVERVIEW

It's been a long time since Margaret Mead's research (1935) examined gender differences in several world cultures. Mead's contemporaries usually assumed that such differences were related to biological factors. Contrary to popular assumptions, Mead found that gender differences in various cultures were products of socialization. What it meant to be a woman or a man varied tremendously among the cultures that she studied.

But what about gender differences in the United States? People born in the early part of the twentieth century grew up during a time when the accepted understanding of differences between behaviors for men and women was restricted to an explanation defined in terms of gender. The Women's Movement challenged this gender-restricted understanding of behavioral differences between women and men. Even today, sociologists continue to question how children are socialized into specific gender role behaviors and expectations.

Other gender questions that sociologists explore are: How do gender differences influence access to wealth and power in America? Why does society continue to value the work that men do more than the work that women do? And why, after all the attention given to gender differences and inequalities, do women still lag behind men in their salaries—even when they both work in the same occupation?

In this lesson, you will meet Police Chief Barbara Childress. She didn't always find support and acceptance in her job; she knew she had to earn the respect and admiration of her fellow officers. As you learn more about Chief Childress, ask yourself this question: would a male police chief have had the same struggle for acceptance in that job?

You will also meet Marcus White. Marcus loves being a nurse. Sometimes his patients are surprised when he enters their rooms—he is often mistaken as a doctor. Note the types of obstacles that Marcus encounters while performing his duties as a nurse. Do the doctors in the hospital treat him differently than his female coworkers?

Sociology helps us explore the meanings of gender in our society and culture, and offers insights into what it means to be a woman or a man.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 10, "Sex and Gender," pp. 316-353.

Video: "Gender" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss how society's expectations influence the definitions and behaviors associated with gender.

LESSON LEARNING OBJECTIVES

1. Explain the relationship of gender identity to gender socialization.
2. Discuss how gender is related to sexuality.
3. Explore the ways that fashion relates to gender.
4. Identify causes and examples of gender inequality.
5. Discuss gender stratification.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Differentiate between sex and gender.
2. What is *homophobia*?
3. What are *gender roles*?
4. How does the communications media influence gender?
5. How do agencies of socialization like schools influence gender?
6. What role does family play in gender socialization?
7. What role does education play in gender socialization?
8. What role does the communications media play in gender socialization?
9. How does the media influence the way men and women look at their own bodies?
10. Historically, what role has fashion played in gender identity?
11. Give some specific examples of fashion trends that signaled changes in a society's concept of gender identity.
12. How is gender related to inequality?
13. Describe the rise of feminism in America.
14. What were the goals of the second wave?
15. How does the institution of education discriminate against females?

16. Describe the goal(s) of the first wave of feminism.
17. What is the “second shift”?
18. Why is the empowerment of women important to sociologists?
19. According to the U.S. Census Bureau (2000), how much did women earn compared to every dollar that men earned?
20. What is the glass ceiling?
21. Define the “glass escalator” phenomena and comment on why it exists.
22. What are “pink-collar ghettos?”
23. What is gender stratification?
24. What is sexism?
25. What is an example of gender stratification?
26. What is gender inequality?

RELATED ACTIVITIES

1. Record the poems, sayings, phrases, and words used to describe little boys and little girls that you have heard from parents, relatives, friends, and teachers throughout your life. List at least three cultural norms about the genders indicated by what you have written.
2. View two television shows in which a woman plays the lead character. List the characteristics of the women based on what you see in the show.
3. Research how the Family Leave Act has affected men by interviewing three men who have used this Act to be with their children.
4. Interview a high school or college administrator to determine which classes offered by that institution are attended predominantly by students of one gender.
5. Interview a man and woman who are at least sixty years of age about how gender role expectations have changed for them over the years.
6. Ask three male friends and three female friends what type of household chores they did in their family household while growing up. Did they do traditional male or traditional female tasks? Did they have to do traditional male or traditional female tasks regardless of their gender? Write up a short paper discussing your findings.
7. Do you think males and females are born with different attributes? For example, are females naturally more nurturing when compared to males? Are males tougher emotionally than females? Write a short piece stating your opinion on whether you think the differences between males and females are based on birth or more upon socialization.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. _____ is an individual's own feelings about whether she or he sees themselves as a woman or a man.
 - A. Gender identity
 - B. Self concept
 - C. Self awareness
 - D. Sexuality
2. Gender socialization begins with the _____.
 - A. school
 - B. church
 - C. hospitals
 - D. family
3. One result of young girls trying to look like the women on television is an increase in the number of _____.
 - A. eating disorders
 - B. tall models
 - C. unrealistic images
 - D. personality disorders
4. "Sex," in sociological terms, refers to the _____ differences between males and females.
 - A. anatomical
 - B. physiological
 - C. biological
 - D. psychosocial
5. Fear of homosexuals and same-sex attraction is known as _____.
 - A. homophobia
 - B. biphobia
 - C. uniphobia
 - D. none of the above
6. One of the forces that had a dramatic impact on women's fashion was _____.
 - A. television
 - B. radio
 - C. World War I
 - D. World War II

7. _____ will often use fashion as a way to make commentary about society.
- A. Parents
 - B. Social movements
 - C. Culture
 - D. Schools
8. The text points out that occupational segregation contributes to the _____ disparity between women and men's earnings.
- A. wage gap
 - B. sexual wage differentiation
 - C. comparable worth distinction
 - D. cult of domesticity
9. In discussing gender socialization, the text points out that:
- A. mothers with nontraditional views encourage their daughters to be independent.
 - B. many fathers also take an active role in socializing their sons to be thoughtful and caring individuals.
 - C. peers often make nontraditional gender socialization much more difficult for parents and children.
 - D. All of the above
10. Sociologists explore gender issues dealing with differential treatment and power by studying gender _____.
- A. access
 - B. allotment
 - C. inequality
 - D. differential
11. _____ feminists suggest that women's oppression results from their dual roles as paid and unpaid workers in a capitalist society.
- A. Liberal
 - B. Radical
 - C. Socialist
 - D. Multicultural
12. The first wave of feminism worked not only on the issues of women but also _____.
- A. slavery
 - B. children
 - C. the Constitution
 - D. men
13. The _____ is an invisible barrier that women often encounter in the working environment.
- A. glass dome
 - B. steel door
 - C. trap door
 - D. glass ceiling

14. Gender _____ is a hierarchical valuing of people on the basis of sex.
- A. priority
 - B. pyramid
 - C. stratification
 - D. order
15. When Chief of Police Barbara Childress first applied for a job at the police department she found the only job open to her was police _____.
- A. driver for the chief of police
 - B. dispatcher
 - C. officer
 - D. investigator
16. Marcus White is a _____.
- A. police chief
 - B. nurse
 - C. doctor
 - D. physical therapist
17. Which of the following statements is true regarding men and women in higher education?
- A. Men are more likely than women to earn a college degree.
 - B. Men tend to have higher grade point averages in colleges.
 - C. Women typically have higher scores on standardization admissions tests like the Scholastic Achievement Test (SAT).
 - D. Men constitute the majority of majors in architecture, engineering, computer technology, and physical science.
18. The belief that wages ought to reflect the worth of a job, not the gender or race of the worker is _____.
- A. the earning ratio
 - B. pay equity
 - C. noncomparable worth
 - D. the pay gap
19. According to the functionalist/human capital model:
- A. what women earn is the result of their own choices and the needs of the labor market.
 - B. the gendered division of labor in the workplace results from control of and dominance over women and resources.
 - C. women's oppression results from their dual roles as paid and unpaid workers in a capitalist economy.
 - D. none of the above.

20. Critics of functionalist and neoclassical economic perspectives have pointed out that these perspectives:
- A. exaggerate the problems inherent in traditional gender roles.
 - B. fail to critically assess the structure of society that makes educational and occupational opportunities more available to some than others.
 - C. overemphasize factors external to individuals that contribute to the oppression of white women and people of color
 - D. focus on differences between men and women without taking into account the commonalities they share.

True / False

- 1. Men are encouraged to eat, whereas women are made to feel guilty about eating. Sociologist Sharon Hesse-Biber refers to this phenomenon as the “cult of thinness,” in which people worship the “perfect” body and engage in rituals such as dieting and exercising.
- 2. At birth, male and female infants are distinguished by secondary sex characteristics: the genitalia used in the reproductive process.
- 3. Although transvestites are not treated as a third sex, they often “pass” for members of that sex because their appearance and mannerisms fall within the range of what is expected from members of the other sex.
- 4. Sex refers to the culturally and socially constructed differences between females and males found in the meanings, beliefs, and practices associated with “femininity” and “masculinity.”
- 5. Virtually everything social in our lives is gendered: people continually distinguish between males and females and evaluate them differently. Gender is an integral part of the daily experience of both women and men.
- 6. Most people have an accurate perception of their physical appearance.
- 7. The media play a significant role in shaping societal perceptions about the ideal female body.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

- 1. In your family, did your parents assign and perform tasks and responsibilities based on the expectations of gender roles? Give specific examples of the tasks each gender and parent was assigned.
- 2. Define sexism and explain how it is related to discrimination and patriarchy.
- 3. How is occupational segregation related to the pay gap?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. ALO 1 textbook, p. 322
2. DLO 1textbook pp. 313-332; video segment 2
3. ALO 1 video segment 2
4. CLO 2 textbook, p. 319
5. ALO 2 textbook, p. 322
6. DLO 3 video segment 3
7. BLO 3 video segment 3
8. ALO 4 textbook, pp. 338-342
9. DLO 1, 5 textbook, pp. 331-338
10. CLO 4 video segment 4
11. CLO 4 textbook, pp. 345-351
12. ALO 4 video segment 4
13. DLO 4 video segment 4
14. CLO 5 video segment 5
15. BLO 5 video segment 5
16. BLO 5 video segment 5
17. DLO 5 textbook, pp. 339-341
18. BLO 5 textbook, p. 339
19. ALO 5 textbook, pp. 343-344
20. BLO 5 textbook, pp. 343-344

True / False

1. FalseLO 1, 4 textbook, pp. 318-319
2. FalseLO 1 textbook, pp. 319-320
3. TrueLO 1 textbook, p. 321
4. FalseLO 2 textbook, pp. 319-320
5. TrueLO 1, 2, 3, 4, 5 textbook, p. 322
6. FalseLO 2 textbook, pp. 318-326
7. TrueLO 2 textbook, pp. 318-326

Essay Questions

Answers should include the following types of statements/points:

1.LO 1, 5 textbook, pp. 322-324

Tasks

Helping with housework
Dishes
Yard work help
Repairs in home
Grocery shopping
Cooking
BBQ
Driving kids to places
Taking kids to doctor's appointment
Taking out the trash

Gender

Female: daughters, mother
Female: daughter, mother
Male: son, father
Male: father
Female: mother
Female: mother
Male: father
Female: mother
Female: mother
Male: father, son

2.LO 4, 5 textbook, p. 325

Sexism is the subordination of one sex, usually female, based on the assumed superiority of the other sex.

Sexism directed at women has three components:

- (1) negative attitudes toward women;
- (2) stereotypical beliefs that reinforce, complement, or justify the prejudice; and
- (3) discrimination – acts that exclude, distance, or keeps women separate.

Although women are more often the target of sexist remarks and practices, men can be victims of sexist assumptions.

- Sexism is used to justify discriminatory treatment.
- When women participate in what is considered gender-inappropriate endeavors in the workplace, at home, or in leisure activities, they often find that they are the targets of prejudice and discrimination.
- Obvious manifestations of sexism are found in the undervaluing of women's work and in hiring and promotion practices that effectively exclude women from an organization or confine them to the bottom of the organizational hierarchy.

Sexism is interwoven with patriarchy – a hierarchical system of social organization in which cultural, political, and economic structures are controlled by men. By contrast, matriarchy – is a hierarchical system of social organization in which cultural, political, and economic structures are controlled by women.

Patriarchy is reflected in the way men may think of their position as men as a given whereas women may deliberate on what their position in society should be. Gender inequality and a division of labor based on male dominance are nearly universal.

3.LO 5 textbook, pp. 339-340

Many women work in the lower-wage paying jobs. These jobs also have less prestige than men's jobs. This occupation segregation leads to a disparity, or pay gap, between men's and women's pay. Even when women are employed in the same job as men, on the average, they do not receive the same pay, or comparable pay.

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Lesson 13

Race and Ethnicity

OVERVIEW

What is race? What is ethnicity? How are they different? It is the sociologist who explores these concepts, which continue to affect our lives and have an impact on our society.

Historically, sociologists and biologists have defined race differently. Biologists have primarily used physical characteristics such as skin color, hair and bone structure to differentiate between races. Sociologists view race as a social concept that may vary from one society to another, depending on how the people of a society perceive physical differences among human beings.

Sociologist Kay Coder experiences how the *social* concept of race is dependent on where she goes in the world. In Japan, people think of her as white or Caucasian; in England, people think of her as Hispanic; in the United States, people are confused, but know she is not fully Caucasian-American. Professor Coder is an example of how one person, with the same physical characteristics, can be perceived differently depending on where she is in the world. This is what sociologists mean when defining race as a *social* concept.

Ethnicity is different. Ethnicity is based on shared cultural identity. Ethnicity is the choice of the individual. You'll learn about the difference between race and ethnicity through the Cajuns of southern Louisiana, who share a sense of cultural identity—whether in their dance, music, or food.

What can we learn about racial and ethnic differences using the sociological perspectives? How do these perspectives help us better understand these important sociological concepts?

What happens when different groups come together? The patterns of intergroup relations range from intolerance to acceptance and, ideally, toward a celebration of our diversity. You'll hear the stories of people whose lives continue to be affected by how they have been treated based on peoples' perceptions of race and ethnicity. It is through these stories that you can begin to understand the powerful meanings behind race and ethnicity.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 9, "Race and Ethnicity," pp. 280-315.

Video: "Race and Ethnicity" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain how race and ethnicity influence social patterns of human interaction.

LESSON LEARNING OBJECTIVES

1. Discuss race and ethnicity as sociological concepts.
2. Apply the sociological perspectives to the concepts of race and ethnicity.
3. Describe and give examples of intergroup relations.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Define *race*.
2. Define *ethnicity*.
3. Differentiate between race and ethnicity.
4. What is racism?
5. What is *institutional racism*?
6. What is *prejudice*?
7. What is a *stereotype*?
8. Differentiate between *de jure* and *de facto* segregation.
9. What is *discrimination*?
10. What is *scapegoating*? *Projection*?
11. What is a *racial group*, *ethnic group*, *minority group*, *dominant group*?
12. Other than a group's numerical size, what determines a minority group?
13. Give an example of race defined as a social concept.
14. What is *reverse discrimination*? *Affirmative action*?
15. Explain race and ethnicity, using the sociological perspectives.
16. Explain the role of prejudice in Nazi Germany.
17. Explain how using the conflict perspective would help us understand the manipulation of ethnic and racial groups during workers' strikes.
18. Explain the significance of racial and ethnic labels.

19. Describe and give examples of patterns of intergroup relations—genocide; expulsion; slavery; segregation; assimilation.
20. What is *Anglo-conformity*?
21. What is the *melting pot*?
22. What is *cultural pluralism*?

RELATED ACTIVITIES

1. Citing the elements of the definition of a minority group given in the textbook as your reference, explain why you are or are not a member of a minority group.
2. Explain the difference between genocide and expulsion. Cite at least one example of each to make your point.
3. What is your racial, ethnic, or national heritage? Would you say you have been assimilated or not? Explain, giving examples or evidence of your assimilation or non-assimilation.
4. Examine your own prejudices. Describe an incident in which you internally pre-judged someone who was of a racial, ethnic, religious, or national group different from your own. What were your judgments and feelings? Do not justify your judgments.
5. Interview a Latino person about his or her culture. Ask questions that will give you insight into that culture: questions about customs, values, family, beliefs, mutual support, art, and other special things about the culture. One of the goals of your interview is to discover elements of that culture upon which society could capitalize. Describe these beneficial aspects of the culture, and explain how you think our society as a whole could benefit.
6. If you have experienced prejudice or discrimination yourself, answer the questions that follow. If you have not, interview someone who has. Write out the responses to the following:
 - A. Describe an instance in which you experienced prejudice or discrimination.
 - B. What was said and done that showed the prejudice or discrimination?
 - C. How did this make you feel?
 - D. How did you react visibly?
7. Merton's typology demonstrates that some people may be prejudiced but not discriminate against others. Write a short paper describing whether or not you think it is possible for a person to discriminate against some people without holding a prejudiced attitude toward them. Be sure to indicate why or why not.
8. Lead a formal discussion among your friends. Discuss the notion if they think it is possible to reduce racial and ethnic prejudice in the United States by attacking discrimination at the societal level.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Ethnicity is based on _____.
 - A. shared cultural identity
 - B. shared physical characteristics
 - C. shared belief systems
 - D. shared DNA
2. Saying, "All women gossip," is an example of a _____.
 - A. discrimination
 - B. prejudice
 - C. stereotype
 - D. fad
3. A _____ is an attitude that prejudges a person.
 - A. prejudice
 - B. stereotype
 - C. discrimination
 - D. racism
4. The statement, "Some members of the majority think that they are victims of 'reverse discrimination' in which they are penalized for the wrongs of earlier generations," is cited as an argument _____.
 - A. in favor of institutional discrimination
 - B. against cultural pluralism
 - C. in favor of ethnic nationalism
 - D. against affirmative action
5. Which of the following characteristics has NOT been used by biologists to describe race?
 - A. Skin color
 - B. Bone structure
 - C. Hair structure
 - D. Family background
6. Sociologist Kay Coder talks about how she is treated differently depending on _____.
 - A. people's perceptions
 - B. physical characteristics
 - C. how she acts
 - D. her family background

7. Sociologist Theresa Martinez talks about black and white students being given standardized tests with at least equal results for the black students; yet, the black students were being put in the lowest academic tracks. This is an example of _____.
- A. official discrimination
 - B. discriminatory practices
 - C. official racism
 - D. institutional racism
8. When sociologist Kay Coder travels to Japan, she is often perceived as _____.
- A. Caucasian
 - B. Japanese
 - C. American Indian
 - D. Hispanic
9. Labeling is one aspect of race and ethnicity that sociologists use the _____ perspective to examine.
- A. conflict
 - B. interactionist
 - C. functionalist
 - D. feminist
10. _____ occurs when members of one group marry those of other social or ethnic groups.
- A. Amalgamation
 - B. Scapegoating
 - C. Escapism
 - D. Assimilation
11. The _____ perspective looks at race and ethnicity as serving important purposes in society.
- A. conflict
 - B. interactionist
 - C. functionalist
 - D. feminist
12. The _____ perspective examines race and ethnicity in terms of economic and political power.
- A. functionalist
 - B. conflict
 - C. interactionist
 - D. sociological

13. Using the different groups of people as scapegoats was an important part in creating a sense of community for the German people during the Nazi regime in WWII. The sociological perspective that sociologists would use to study this phenomenon is _____.
- A. interactionism
 - B. creativism
 - C. functionalism
 - D. conflict
14. Sociologist Troy Duster makes the point, "Whites are only white if there are non-whites around." Thus, the label "white" derives its meaning only in relationship to something else. The sociological perspective that sociologists would use to study this concept is the _____ perspective.
- A. functionalist
 - B. conflict
 - C. interactionist
 - D. feminist
15. _____ is the forcible removal of a population from a territory.
- A. Genocide
 - B. Expulsion
 - C. Explosion
 - D. Settlement
16. _____ is the ownership of one group by another.
- A. Segregation
 - B. Assimilation
 - C. Slavery
 - D. Integration
17. What type of segregation results from laws or other norms that force one people to be separate from others?
- A. *De jure*
 - B. *De facto*
 - C. *Ipsa facto*
 - D. *Ex cathedra*
18. _____ is the legally sanctioned segregation that was law in South Africa until 1991.
- A. Slavery
 - B. Apartheid
 - C. Integration
 - D. Separation

19. A pluralistic society is one in which different ethnic and racial groups are _____.
A. assimilated into the dominant culture, which then becomes the largest culture
B. encouraged to separate into their own territories
C. merged into one melting pot
D. able to maintain their own culture as they gain equality in the institutions of the larger society
20. According to Vicky Maharaj, there were four recognized groups of people in South Africa. Which of the following does NOT belong?
A. Whites
B. Coloreds
C. Indians
D. Browns
21. The focus of functionalist theory emphasizes assimilation and
A. racism.
B. the contact hypothesis.
C. ethnic pluralism.
D. racial formation.
22. According to Vicky Maharaj, there were four recognized groups of people in South Africa. Which of the following does NOT belong?
A. Whites
B. Coloreds
C. Indians
D. Browns

True / False

1. Ethnic groups share a sense of territoriality.
2. Discrimination is an individual activity; it is never based on norms of an organization or community.
3. The term “gendered racism” refers to the interactive effect of racism and sexism in the exploitation of women of color.
4. White Anglo-Saxon Protestants (WASPS) have been the most privileged group in the United States.
5. White ethnics have not experienced discrimination in the United States.

6. There is a lack of consensus about whether *African American* or *black* is the most appropriate term to refer to the 36 million Americans of African descent that live in the United States today.
7. Self-determination is the right to choose your own way of life.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Define and give an example of prejudice and discrimination.
2. List and define the patterns of intergroup relations beginning with those patterns most intolerant to those patterns that are more tolerant.
3. How do individual discrimination and institutional discrimination differ?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. ALO 1 textbook, p. 282; video segment 2
2. CLO 1 textbook, p. 286; video segment 2
3. ALO 1 textbook, p. 286; video segment 2
4. DLO 1 textbook, pp. 302-305
5. DLO 1 video segment 2
6. ALO 1 video segment 2
7. DLO 1 video segment 2
8. ALO 1 video segment 2
9. BLO 2 video segment 3
10. ALO 2 textbook, p. 293
11. CLO 2 video segment 3
12. BLO 2 video segment 3
13. CLO 2 video segment 3
14. CLO 2 video segment 3
15. BLO 3 video segment 5
16. CLO 3 video segment 5
17. ALO 3 textbook, p. 293
18. BLO 3 video segment 5
19. DLO 3 video segment 5
20. DLO 3 video segment 5
21. CLO 2 textbook, pp. 290-298
22. DLO 2 textbook, pp. 290-298

True / False:

1. TrueLO 1.....textbook, pp. 282-284
2. False.....LO 1.....textbook, p. 288
3. True.....LO 2.....textbook, p. 297
4. True.....LO 1.....textbook, p. 301
5. False.....LO 1.....textbook, p. 301
6. True.....LO 1.....textbook, p. 302
7. True.....LO 3.....textbook, p. 311

Essay Questions

Answers should include the following types of statements/points:

1.LO 1textbook, pp. 286-290; video segment 2
Definitions/examples:
 - Prejudice – an attitude that prejudges a person based on the group that person is a member of. Example: All women gossip.
 - Discrimination – actual unfair treatment of people based on the group membership. Example: Refusing to rent an apartment to someone because that person is Latino.
2.LO 3 video segment 5
Patterns of intergroup relations:
 - Genocide – intentional extermination of a population
 - Expulsion – forcible removal of a population from a territory
 - Slavery – ownership of one population by another
 - Segregation – separation (legal) of groups of people (race or ethnicity)
 - Assimilation – group blends into the majority population
3.LO 2 textbook, pp. 288-290
Individual discrimination involves actions by individual members of the dominant group that harm members of subordinate groups or their property. Institutional discrimination involves more day-to-day practices of organizations and institutions have a harmful effect on members of subordinate groups.

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Lesson 14

Age

OVERVIEW

Age determines a great deal about the opportunities open to us and the roles we play. We go through our lives with those who were born about the same time as us—our age cohort. We celebrate rites of passage together, adding significance to the social meanings of age.

Due to increasing life expectancy, the composition of America's population is shifting. We're getting grayer in larger numbers than ever before. American life expectancy at birth in 1900 was about forty-nine years. Today, according to the Bureau of Census, male children born in 1995 are projected to live an average of seventy-two years and female children born in 1995 are projected to live an average of seventy-nine years. These life expectancies are projected to increase to eighty-six years and ninety-two years respectively by the year 2050. Americans are also having fewer children. This shifting birth rate combined with a declining death rate is creating a larger older population proportionally. In 1920, 4.6 percent of the U.S. population was aged sixty-five or older. In 1984, this figure reached 11.8 percent. By 2030, the projection is that at least one in five Americans will be elderly.

What are the global and social implications of an aging population? What opportunities are available to us as we age? How has America's aging population changed our perceptions of what it means to age? How can sociology help us understand how age is socially constructed in our society?

In this lesson, you'll meet sociologists who specialize in gerontology, a discipline focusing on the study of age. You will hear them talk about the impact aging has on society, including important challenges that America faces as her citizens age.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Sixth Edition. Chapter 3, "Socialization," 70-99, Chapter 7, "Class and Stratification in the United States," 192-225, and Chapter 14, "Health, Health Care, and Disability," 414-443.

Video: "Age" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss the sociological definition of age and the social implications of an aging population.

LESSON LEARNING OBJECTIVES

1. Discuss age in sociological terms.
2. Discuss aging from each of the sociological perspectives.
3. Examine the social implications of an aging population.
4. Explain how patterns of inequality influence age.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Why are sociologists interested in age?
2. How has an aging population influenced society?
3. What is the *baby boom*?
4. What is *ageism*?
5. How do labels and stereotypes related to age affect society?
6. How has age been depicted in the movies? Give an example.
7. What are the social implications of an aging population?
8. What are some programs in which older persons volunteer?
9. How are older persons remaining active contributors to society?
10. How has care-giving been redefined?
11. In the video lesson, why does Ted Pohrte continue to work?
12. How is aging portrayed in films?
13. How does age inequality affect life chances?
14. How is age inequality affected by race? Gender?
15. How are youth subcultures related to youth peer groups?
16. Describe some of the variations in the value placed on children?
17. What are some indicators of the well-being of American children?
18. What are examples of stereotypes of the elderly?

RELATED ACTIVITIES

1. Describe a rite of passage you have gone through. What were your feelings about yourself before and after? How did people treat you differently after the experience?
2. Record comments you hear during the next week or two about older or younger people or the process of aging. What sorts of images of the aging process emerge from these comments? Give examples and summarize your findings.
3. Describe three common stereotypes of older or younger people. Why do such stereotypes exist?
4. Find five signs that are age-related (example: must be 18 to purchase.....). Take a picture of each sign and then write an explanation that supports the age restriction depicted in the sign.
5. Identify three people. Make sure one is in their twenties, one in their forties, and one in their sixties. Ask them their opinions on social security and how secure they feel about their economic future. Compare and contrast their results in a short paper. Do you think it is more of an issue dealing with age or the economy?
6. Identify two people from different countries. Ask them how older people are viewed in their society. Compare their responses with how your own countries views older people. How can you explain the similarities and differences between the different cultures?

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Sociologist Wilbert Moore divided workplace (occupational socialization) into four phases. Which of the following is not one of the phases?
 - A. Career choice
 - B. Conditioning and commitment
 - C. Continuous commitment
 - D. Retirement
2. Older adults in industrialized societies may experience _____, where a person or group is considered to have less social value than other persons or groups.
 - A. social reevaluation
 - B. involuntary socialization
 - C. social devaluation
 - D. value clarification

3. Negative images regarding older persons reinforce _____, which is prejudice and discrimination against people on the basis of age, particularly older persons.
- A. socialism
 - B. ethnocentrism
 - C. ageism
 - D. genderism
4. A bar mitzvah is an example of _____.
- A. an age strata
 - B. an age grade
 - C. a rite of passage
 - D. an age cohort
5. People born between the years 1950 and 1954 would be members of an _____.
- A. age cohort
 - B. age level
 - C. age stage
 - D. none of the above
6. The average number of years a member of a given population can expect to live beyond his or her present age is called _____.
- A. life chances
 - B. life expectancy
 - C. life strata
 - D. age cohort
7. Which of the following has NOT had an impact on life expectancy?
- A. Technology
 - B. Medicine
 - C. Number of births
 - D. Nutrition
8. Which of the following is a *social* effect of age?
- A. Age minimum for a driver's license
 - B. Age requirement for entering school
 - C. Age minimum to receive a senior discount
 - D. All of the above
9. Which of the following would a sociologist be interested in studying as it relates to the social impact of age?
- A. Education
 - B. Housing
 - C. Crime
 - D. All of the above

10. The _____ perspective would look at how age relates to particular roles in society.
- A. functionalist
 - B. conflict
 - C. symbolic interactionist
 - D. feminist
11. The idea that older workers would retire and be replaced with younger workers would *make sense* in the _____ perspective.
- A. employment
 - B. symbolic interactionist
 - C. functionalist
 - D. conflict
12. The baby boomers have affected _____.
- A. policies of government
 - B. how organizations are working
 - C. services provided
 - D. all of the above
13. The _____ perspective would be interested in looking at the labels we apply to different age groups.
- A. functionalist
 - B. conflict
 - C. symbolic interactionist
 - D. all of the above
14. Which of the following is NOT a role being taken on by older adults today?
- A. Volunteerism
 - B. New employment
 - C. Learning computer skills
 - D. None of the above
15. A relatively recent development related to age is _____.
- A. volunteerism of older adults
 - B. grandparents raising grandchildren
 - C. health care
 - D. care-giving
16. _____ is an organization made up of older persons who are retired business professionals who want to help others in their profession be successful.
- A. AARP
 - B. Gray Panthers
 - C. Senior Corps
 - D. Senior Business Partners

17. Disparities in wealth are more pronounced when compared across racial, ethnic, marital status, and age categories. According to the Census Bureau, all of the following were true in 2000, except:
- A. the average white household was more than ten times that of the average African American household.
 - B. married couples have a higher net worth than the unmarried.
 - C. the average white household was more than eight times that of the average Latina/o household.
 - D. households headed by younger people are wealthier than those headed by people age 55 and older.
18. The Census Bureau projects that about ____ percent of the U.S. population will be at least 65 by the year 2050.
- A. 15
 - B. 20
 - C. 25
 - D. 30
19. More than _____ percent of all people over the age of 65 live in poverty.
- A. 10
 - B. 16
 - C. 20
 - D. 35
20. Older people are more likely to have _____ diseases.
- A. acute
 - B. epidemic
 - C. chronic
 - D. infectious

True / False

1. Older adults in industrialized societies may experience social devaluation – where a person or group is considered to have less social value than other persons or groups. A running back in the National Football League (NFL) who loses his starting position because of his age is an example of social devaluation.
2. Of all age groups, persons aged 65 and over are the most likely to be uninsured in the United States.
3. An estimated 43.6 million people in the United States had no health insurance in 2002 – approximately 15 percent of the nation's population. The elderly constitute a substantial portion of this category.
4. Rates of illness and death are highest among the old and the young. After age 65, rates of chronic diseases and mortality increase rapidly.

5. The Census Bureau projects that about 20% of the U.S. population will be at least age 65 by the year 2050.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. List three stereotypes you hear about older people. Explain the basis for each stereotype.
2. Discuss health in the United States, focusing on social epidemiology areas such as age, sex, race/ethnicity, and social class.

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. DLO 3 textbook, pp. 103-104
2. CLO 3 textbook, pp. 104-105
3. CLO 3 textbook, pp. 104-105
4. CLO 1 video segment 2
5. ALO 1 video segment 2
6. BLO 1 video segment 2
7. CLO 1 video segment 2
8. DLO 1 video segment 2
9. DLO 1 video segment 2
10. ALO 2 video segment 3
11. CLO 2 video segment 3
12. DLO 2 video segment 3
13. CLO 2 video segment 3
14. DLO 3 video segment 5
15. BLO 3 video segment 5
16. CLO 3 video segment 5
17. DLO 4 textbook, pp. 230-233
18. BLO 3 textbook, p. 472
19. DLO 3 textbook, pp. 240-241
20. CLO 3 textbook, p. 471

True / False

1. TrueLO 4 textbook, pp. 104-105
2. FalseLO 4 textbook, p. 472
3. TrueLO 3 textbook, p. 481
4. TrueLO 3 textbook, p. 471
5. TrueLO 3 textbook, pp. 470-472

Essay Questions

Answers should include the following types of statements/points:

1.LO 3 textbook, pp. 471-473

Answer Explanation:

- Thinking and moving slowly
- Bound to themselves and their past
- Want to only associate with same-age peers
- Loss of memory
- Unable to change and grow
- Unable to move forward
- Egocentric
- Demanding
- Lacking in social value

2.LO 3 textbook, p. 471-473

Social epidemiology is the study of causes and distribution of health, disease, and impairment throughout a population. Typically, the target of the investigation is disease agents, the environment, and the human host.

- Disease agents include biological agents such as insects, bacteria, and viruses that carry or cause disease; nutrient agents such as fats and carbohydrates; chemical agents such as gases and pollutants in the air; and physical agents such as temperature, humidity, and radiation.
- The environment includes the physical (geography and climate), biological (presence or absence of known disease agents), and social (socioeconomic status, occupation, and location of home) environments.
- The human host takes into account demographic factors (age, sex, and race/ethnicity), physical condition, habits and customs, and lifestyle.
- Age – rates of illness and death are highest among the old and the young.
- Chronic diseases are illnesses that are long-term or lifelong and that develop gradually or are present from birth; in contrast, acute diseases are illnesses that strike suddenly and cause dramatic incapacitation and sometimes death.
- Two of the most common sources of chronic disease and premature death are tobacco use, which increases mortality among both smokers and people who breathe the tobacco smoke of others, and alcohol abuse.

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Lesson 15 *

Deviance and Social Control

OVERVIEW

Sociologist Howard S. Becker identified deviance this way: It is not the act itself, but the reactions to the act that make something deviant. In exploring deviance, it is important to examine the cultural context in which an act occurs. What may be deviant behavior in one culture or group may be normal behavior in another culture or group.

Sociologists use the term *deviance* in a non judgmental way. An example of *deviance* is when people violate norms from time to time like driving over or under the speed limit.

When sociologists use the sociological perspectives to study criminal deviance, they gain a clearer picture of the complexities and issues. While no single sociological perspective can yield a comprehensive explanation of criminal deviance, in combination, the perspectives help view criminal deviance more objectively.

Our society uses formal and informal social controls to discourage, prevent, and punish deviance. Informal social controls regulate less threatening forms of behavior in the everyday interactions of people, as when parents attempt to prevent their children from dressing a certain way or piercing body parts. Often a disapproving look or gesture clearly lets us know when our social behavior is considered deviant and is being discouraged.

Formal social controls include police, prisons, and mental hospitals. These are some of society's means of enforcing social norms by applying social control and maintaining order. How effective are our correctional systems? What is it we want to accomplish in those facilities?

In the United States, society tries to control criminal deviance by focusing on incarceration, but the effectiveness of lengthy prison sentences is frequently debated. In this lesson, a warden and a chaplain along with inmates share their opinions about correctional facilities and the effectiveness of society's social control of deviance. As you listen to their comments, think about how our correctional facilities could be more effective? What needs to be accomplished to reduce criminal deviance?

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh. Chapter 6, "Deviance and Crime," pp. 172-211.

Video: "Deviance and Social Control" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able discuss how society defines and controls deviance.

LESSON LEARNING OBJECTIVES

1. Understand the sociological aspects of deviance.
2. Examine criminal deviance using the sociological perspectives.
3. Evaluate the role of prisons as a type of formal social control.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Define *deviance*?
2. What are some examples of deviance in American society?
3. How do sanctions control deviance? Give examples.
4. What is the difference between informal and formal social control? Give examples.
5. Why is the study of deviance central to the science of sociology?
6. What is *social control*? Give examples.
7. What is the definition of *crime*?
8. How are changing values related to deviance?
9. What are examples of deviant subcultures?
10. What are factors related to imprisonment and social control? Give examples.
11. What are the reasons sociologists give for our prisons?
12. How effective is capital punishment as a deterrent of criminal behavior?
13. What are *retribution*, *deterrence*, *rehabilitation*, and *incapacitation*?
14. How effective is capital punishment as a deterrent of criminal behavior?
15. What is *plea bargaining*?
16. How effective are prisons?
17. What is the relationship of race and crime?
18. Why is age the most significant indicator of crime?

RELATED ACTIVITIES

1. Write a paper about how degradation ceremonies are used as a means of social control.
2. Have you ever been a participant or inmate in a total institution? If not, think of a book or movie that depicted life in a total institution. From your own experience or from the book or movie, record illustrations of the different aspects of total institutions described in the textbook.
3. What attitudes, practices, norms, or laws exist in your city that do not allow ex-offenders to escape the stigma of their imprisonment? Describe at least three remedies for this situation, that is, three things that could be done to help ex-offenders shed this stigma after they have paid their debt to society.
4. Describe programs in your community that are intended to help inmates transition into society after being released from prison or jail.
5. Break a social norm. Observe the reactions of those around you. How do they react to you? Do they ignore you or talk with you?
6. Ask five people to indicate five behaviors they view as the most deviant in society. Discuss their lists using conflict theory, functional theory, and symbolic interaction theory.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Deviance is behavior that violates the _____ of society.
 - A. rules
 - B. laws
 - C. norms
 - D. All of the above
2. Which of the following is an example of deviance?
 - A. Dyeing your hair green
 - B. Wearing outrageous clothing
 - C. Being adorned with body piercing
 - D. All of the above
3. Which of the following is NOT an example of deviance?
 - A. Being homeless and living on the street
 - B. Being male and wearing multiple pierced ear studs
 - C. Mugging someone
 - D. Being a high school student

4. A disapproving look or scowls are examples of _____.
 - A. informal social control
 - B. formal social control
 - C. legally sanctioned social control
 - D. None of the above
5. When the laws of a society are broken, society turns to _____ social control.
 - A. legal
 - B. formal
 - C. informal
 - D. sanctioned
6. The early theories explaining deviance were based on _____.
 - A. theories of socialization
 - B. theories of criminality
 - C. biological beliefs
 - D. sociology
7. Crime and deviance are the result of social structures failing to operate properly, according to the _____ perspective.
 - A. functionalist
 - B. conflict
 - C. symbolic interactionist
 - D. biological
8. The various labels that are used to isolate particular people as outsiders can be explored using the _____ perspective.
 - A. functionalist
 - B. conflict
 - C. symbolic interactionist
 - D. biological
9. Our penal system seeks to return offenders to the community as law-abiding citizens. This reflects the principle of:
 - A. retribution
 - B. social protection
 - C. rehabilitation
 - D. deterrence
10. One principle behind America's penal system is that offenders should be restricted from committing further crimes. This illustrates:
 - A. retribution
 - B. incapacitation
 - C. rehabilitation
 - D. deterrence

11. The shorter sentences that result from _____ somewhat diminish the size of the prison population.
- A. recidivism
 - B. retribution
 - C. plea bargaining
 - D. plea swapping
12. Warden John Rupert states that prisons are most effective at _____.
- A. deterrence
 - B. retribution
 - C. rehabilitation
 - D. incapacitation
13. In the video lesson, sociologist Claire Renzetti, believes that prisons often become _____ for criminal behavior.
- A. hotbeds
 - B. learning centers
 - C. ceasing mechanisms
 - D. affective deterrents
14. In the video lesson, Chaplain Craig McAllister, believes that being in the *big house* often provides younger inmates with more _____.
- A. status
 - B. deterrence
 - C. retribution
 - D. rehabilitation
15. In the video lesson, inmate Artie Santana, feels that rehabilitation that takes place in prison is _____.
- A. entirely up to each inmates initiative
 - B. ineffective at best
 - C. outdated skill training
 - D. learning new crimes
16. With the *three strikes and you're out* law, the longer, mandatory prison sentence would be given _____.
- A. after conviction on the third felony—regardless of the felony
 - B. only if the third felony is committed toward law enforcement officers
 - C. only if the third felony is a more serious crime than either of the other two conviction
 - D. the death penalty on the third conviction for a felony
17. One result of plea bargaining is _____.
- A. reduction of costs in the criminal justice system
 - B. increase of costs in the criminal justice system
 - C. increase in crime rates
 - D. decrease of crime rates

18. "The greater the degree of social harm, the more the offender should be punished." This reflects:
- A. retribution
 - B. social protection
 - C. rehabilitation
 - D. deterrence
19. The _____ approach argues that criminal law protects the interests of the affluent and powerful.
- A. functionalist
 - B. liberal feminist
 - C. symbolic interactionist
 - D. conflict
20. _____ feminism explains women's deviance and crime as a rational response to gender discrimination experienced in work, marriage and interpersonal relationships.
- A. Radical
 - B. Communist
 - C. Liberal
 - D. Marxist (socialist)
21. _____ refers to the use of personal judgment by police officers, prosecutors, judges, and other criminal justice system officials regarding whether and how to proceed in a given situation.
- A. Acumen
 - B. Tact
 - C. Prudence
 - D. Discretion
22. _____ sets the term of imprisonment at a fixed period of time (such as three years) for a specific offense.
- A. A *determinate* sentence
 - B. A *fixed* sentence
 - C. A *binding* sentence
 - D. A *mandatory* sentence

True / False

1. Deviance is relative – that is, an act becomes deviant when it is socially defined as such. Definitions of deviance vary widely from place to place, from time to time, and from group to group.
2. In contemporary societies, the criminal justice system, which includes the police, the courts, and the prisons, is the primary mechanism of internal social control.
3. According to sociologist Emile Durkheim, deviance is universal because it serves three important functions: it clarifies rules, it unites a group, and it promotes social change.

4. Based on sociologist Robert Merton's strain theory, innovation occurs when people accept culturally approved goals and pursue them through approved means. Persons who want to achieve success through innovation work hard and save their money.
5. According to sociologist Lewis Yablonsky, today's gangs have become more varied in their activities and are more likely to engage in interracial conflicts; whereas, minority gangs in the past tended to band together to defend their turf from gangs of different racial and ethnic backgrounds.
6. According to sociologist Edwin Sutherland's rational choice theory of deviance, people learn the necessary techniques and motives, drives, rationalizations, and attitudes of deviant behavior from people with whom they affiliate.
7. Sociologist Walter Reckless stated that society produces pushes and pulls that move people toward criminal behavior; however, many people do not resort to deviance because of inner containments – such as supportive family and friends, reasonable social expectations, and supervision by others.
8. According to sociologist Howard Becker, moral entrepreneurs are often the ones who create the rules about what constitutes deviant or conventional behavior. They use their own perspectives on “right and wrong” to establish the rules by which they expect other people to live.
9. A person shoplifts an item of clothing from a department store is apprehended and labeled as a “thief.” The person subsequently accepts the label, and continues to shoplift items from other stores on numerous occasions. This example illustrates the tertiary deviance stage of the labeling theory.
10. Functionalist theorists who focus on power relations in society suggest that the lifestyles considered deviant by political and economic elites are often defined as illegal. According to this approach, norms and laws are established for the benefit of those in power and do not reflect any absolute standard of right and wrong.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Describe a behavior that is considered deviant in one community but acceptable in another. What social institutions or groups dominate the culture of the first community that account for the behavior being defined as deviant?
2. Define punishment and state the four functions of punishment and explain the restorative justice perspective.
3. How is discretion used within the criminal justice system?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. CLO 1 textbook, p. 174
2. DLO 1 textbook, pp. 174-178
3. DLO 1 textbook, pp. 174-178
4. ALO 1 video segment 2
5. BLO 1 video segment 2
6. CLO 2 video segment 4
7. ALO 2 textbook, pp. 1679-180
8. CLO 2 video segment 4
9. CLO 3 textbook, pp. 204-205
10. BLO 3 textbook, pp. 204-205
11. CLO 3 textbook, pp. 204-205
12. DLO 3 video segment 5
13. BLO 3 video segment 5
14. ALO 3 video segment 5
15. ALO 3 video segment 5
16. ALO 3 video segment 5
17. ALO 3 textbook, p. 203; video segment 5
18. ALO 3 textbook, pp. 204-205
19. DLO 3 textbook, pp. 183-186
20. CLO 3 textbook, pp. 185-186
21. DLO 1 textbook, p. 201
22. ALO 1 textbook, p. 205

True / False

1. TrueLO 1 textbook, p. 174
2. FalseLO 2 textbook, p. 178
3. TrueLO 1 textbook, pp. 179-180
4. FalseLO 1 textbook, pp. 179-180
5. TrueLO 1 textbook, p. 183
6. FalseLO 1 textbook, pp. 186-188
7. FalseLO 2 textbook, pp. 187-188
8. TrueLO 1 textbook, pp. 188-190
9. FalseLO 1 textbook, pp. 188-190
10. FalseLO 1 textbook, pp. 179-183

Essay Questions

Answers should include the following types of statements/points:

1.LO 1.....textbook, pp. 160-163; video segment 2

Members of a gang interpreting behavior (car jacking, fighting) as positive or “normal” within their “gang” community. Outside of that community, the behavior is judged to be “deviant.”

Note: Students’ responses need to demonstrate an understanding of deviance and why communities define deviance in different ways.

2.LO 3textbook, pp. 204-205

Punishment is any action designed to deprive a person of things of value (including liberty) because of some offense the person is thought to have committed. Historically, punishment has had four major goals.

- Retribution is punishment that a person receives for infringing on the rights of others. It imposes a penalty on the offender and is based on the premise that the punishment should fit the crime: the greater the degree of social harm, the more the offender should be punished.
- General deterrence seeks to reduce criminal activities by instilling a fear of punishment in the general public. However, we most often focus on specific deterrence, which inflicts punishments on specific criminals to discourage them from committing future crimes. Recently, criminologists have debated whether imprisonment has a deterrent effect, given the fact that high rates of those who are released from prison become recidivists (previous offenders who commit new crimes).
- Incapacitation is based on the assumption that offenders who are detained in prison or are executed will be unable to commit additional crimes. This approach is often expressed as “lock them up and throw away the key!” In recent years, more emphasis has been placed on selective incapacitation, which means that offenders who repeat certain kinds of crimes are sentenced to long prison terms.
- Rehabilitation seeks to return offenders to the community as law-abiding citizens by providing therapy or vocational or educational training. Based on this approach, offenders are treated, not punished, so that they will not continue their criminal activity. However, many correctional facilities are seriously understaffed and under funded in the rehabilitation programs that exist. The job skills (such as agricultural work) that many offenders learn in prison do not transfer to the outside world, nor are offenders given any assistance in finding work that fits their skills once they are released.
- Recently, newer approaches have been advocated for dealing with criminal behavior. Key among these is the idea of restoration, which is designed to repair the damage done to the victim and the community by the offender’s criminal act. This approach is based

on the restorative justice perspective, which states that the criminal justice system should promote a peaceful and just society; therefore, the system should focus on peacemaking rather than on punishing offenders.

3.LO 1.....textbook, pp. 201-205

The criminal justice system, including the courts, police, and prisons, often has considerable discretion in dealing with offenders. Prosecutors and judges use discretion in deciding which cases to try and how to handle them. The police use discretion in deciding whether to act on a situation.

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Lesson 16

Social Institutions: Religion, Family, and Economics

OVERVIEW

Societies differ, but the people who live within them share basic needs—from food and shelter, to explanations about the meaning of life. We turn to social institutions to meet these needs and fulfill the functional requirements for our survival. All social institutions share common characteristics—groups, roles, values, norms, and the fulfillment of needs.

These characteristics can be found in every social institution from economics to religion. Members of society have concerns about life after death and the meaning of suffering and loss. It is through religion that these concerns are addressed.

In this video lesson, you will learn that groups found within religion include congregations, synagogues, denominations, and charitable organizations. Some of the roles within religion include those of rabbi, priest, minister, worshipper, and missionary. Religion teaches specific values that encourage us to live our lives according to the tenets of our faith. Norms of religion provide guidance and set the parameters of our behavior. Religion, like all social institutions, is not static, but adapts in order to address the challenges presented by social changes.

Within any *one* institution, there may be variations in how these common characteristics manifest themselves. In this video lesson, a good example of the variation in the manifestation of characteristics is seen in the social institution of family. In America, there exists a rich diversity of family structures and living arrangements. Traditionally, the nuclear family, consisting of two parents and their children, was considered to be the typical American family structure. Today, many sociologists think of the nuclear family as more inclusive. The diversity of family structures and living arrangements are a testament to the stability in the midst of variation of the family as a social institution.

Also in this video lesson, the social institution of economics is explored as the backbone of every modern society. Without the provision of services and the production, distribution, and consumption of goods, industrialized societies would find it difficult to survive. Like all social institutions, economics must respond to social change. The economy of the United States became much more global following World War II. The manner in which economics adapts to globalization and new technology will affect the availability of products and provide services that are essential to everyday life.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Sixth Edition. Chapter 11, “Families and Intimate Relationships,” pp. 316-345, Chapter 12, “Education and Religion,” pp. 346-377, and Chapter 13, “Politics and the Economy in Global Perspective,” pp. 378-413.

Video: “Social Institutions: Religion, Family and Economics” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss the functions of the social institutions of religion, family, and economics in terms of meeting society's needs.

LESSON LEARNING OBJECTIVES

1. Using religion as an example, analyze the common characteristics of social institutions.
2. Using family as an example, explore the common characteristics of social institutions and the various ways they manifest within each institution.
3. Using economics as an example discover how a social institution might respond to various challenges generated by social change.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. Describe social institutions in terms of needs, groups and organizations, values, roles, and norms.
2. What are the five requisites that each society must fulfill if it is to survive?
3. Describe unique family structures and how they meet the needs of the family.
4. What are the challenges and trends for family as a social institution?
5. How do the sociological perspectives provide insights about the family as a social institution?
6. What are the definitions of *sacred* and *profane*?
7. How are the characteristics of a social institution exemplified in religion?
8. Explain how religion can be both a source of division and healing?
9. What are the major world religions? Forms of religion?
10. How does religion affect social change?
11. What are some trends in religion in the United States?
12. What are the advantages of religious pluralism?
13. How does economics function to meet society's needs?
14. What changes have facilitated globalization?
15. Is the United States a postindustrial society?

16. What are some of the unresolved social problems related to economics?
17. What are possible sources of worker alienation?
18. How do sociologists define the term *profession*?

RELATED ACTIVITIES

1. Many religions have a written record of their “set of coherent answers.” Pick one of those religions and describe where these answers are found. Explain how they solve some of the “dilemmas of human existence” for their believers. (You need not pick a religion with whose answers you happen to agree.)
2. Describe at least two instances in which religion has either generated or thwarted social change. Explain what the change is or was and how the religion affected it and why.
3. If your family is a “blended” family involving stepparents, stepchildren, or “half” brothers and/or sisters, write about the most difficult situations/problems you have encountered in your “new” family. Your perspective may be that as a parent or child—use whichever role you fulfill. How effectively did you deal with each situation? What has been the most difficult to resolve? What lessons have you learned from being in a “blended” family?
4. Identify a multinational corporation and briefly describe the nature of its business. In which countries does this corporation employ personnel and own capital equipment or buildings? In which countries does it sell its product or service?
5. Interview an older man or an older woman (i.e. your grandparents, great aunts or uncles, etc.) about the first “real” job they had after finishing school. Describe the work, salary, and any requirements that the job demanded before being hired. Then compare that salary to a similar position today.
6. Identify three people representing various occupations. Ask them what are possible sources of worker alienation in their occupation and what possible solutions they have to reduce worker alienation.
7. Visit two church worship services for a religions with which you are not familiar. Write a short paper discussing the similarities and different that you have discovered.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT a characteristic of the social institution of religion?
 - A. Beliefs
 - B. Philosophy
 - C. Rituals
 - D. Practices

2. Which of the following is NOT an example of a group or organization that serves the social institution of religion?
- A. Congregations
 - B. Pastors
 - C. Synagogues
 - D. Denominations
3. When Muslims bow toward Mecca, the holy city of Islam, five times a day at fixed times to pray to God; and Christians participate in the celebration of communion to commemorate the life, death, and resurrection of Jesus, they are engaging in:
- A. sacred ceremonies.
 - B. magical rites.
 - C. supernatural rites.
 - D. rituals.
4. Which of the following is a role often found in the social institution of religion?
- A. Those who prepare communion
 - B. Those who make repairs in the building
 - C. Those who manage the finances
 - D. All of the above
5. Social justice is a _____ within the social institution of religion.
- A. need
 - B. value
 - C. role
 - D. status
6. Which of the following is not a norm often found in religion?
- A. Pro-family rules
 - B. Treating people with respect
 - C. Singing in the choir
 - D. Kindness toward other people
7. _____ was one of the first sociologists to emphasize that religion is essential to the maintenance of society. He suggested that religion is a cultural universal found in all societies because it meets basic human needs and serves important societal functions.
- A. Emile Durkheim
 - B. Max Weber
 - C. Talcott Parsons
 - D. Robert Merton
8. A family is a group of people related by _____.
- A. ancestry
 - B. marriage
 - C. legal adoption
 - D. all of the above

9. Traditionally, the _____ family consists of parents and their children.
- A. ideal
 - B. concentric
 - C. nuclear
 - D. real
10. Today, most sociologists would think of all of the following as examples of nuclear families EXCEPT _____.
- A. mother, father, children
 - B. mother, children
 - C. father, children
 - D. single mother
11. Which of the following is NOT a reason for the increasing numbers of single-parent families?
- A. Divorce
 - B. Economic pressures
 - C. No longer a stigma attached
 - D. Death of spouse
12. The nuclear family in which a person is born and socialized is termed the family of _____.
- A. orientation
 - B. procreation
 - C. origin
 - D. kinship
13. _____ often include grandparents, or other relatives who live close to the parents and children, enabling family members to share resources.
- A. Blended families
 - B. Extended families
 - C. Conventional families
 - D. Nuclear families
14. Which of the following is NOT a reason discussed in the video for the increase in intergenerational families?
- A. Divorced children returning home
 - B. Single parents moving home
 - C. Older parents needing assistance
 - D. Desire for extended family

15. _____ refers to the extraction of raw materials and natural resources from the environment.
- A. Primary sector production
 - B. Secondary sector production
 - C. Tertiary sector production
 - D. Industrialization
16. All of the following are distinctive features of capitalism, except:
- A. Private ownership of the means of production.
 - B. Pursuit of personal profit.
 - C. Competition.
 - D. A guarantee of government intervention.
17. Which of the following is an example of a shared monopoly in the U.S.?
- A. Automobile manufacturers
 - B. Hardware store owners
 - C. The American Bar Association
 - D. The American Medical Association
18. _____ combines elements of a market economy (capitalism) with elements of a command economy (socialism).
- A. Democratic socialism
 - B. A mixed economy
 - C. Capitalistic socialism
 - D. An oligopoly
19. Which of the following is a reason economics is so critical to the rest of society?
- A. It is the system through which we provide food.
 - B. It is the system through which we provide shelter.
 - C. It is the system through which we establish global market links.
 - D. All of the above
20. After World War II, the economy of the United States became much more _____ in nature.
- A. limited
 - B. critical
 - C. contributing
 - D. global

True / False

1. Contemporary functionalists examine the roles of husbands, wives, and children as they act out their own part and react to the actions of others. From such a perspective, what people think, as well as what they say and do, is very important in understanding family dynamics.

2. Urbanity is another characteristic of the postmodern family. The boundaries between the public sphere (the workplace) and the private sphere (the home) are becoming much more open and flexible.
3. According to sociologist Francesca Cancian, men tend to express their feelings verbally whereas women tend to express their love through nonverbal actions, such as running an errand for someone.
4. Ethnic and class differences are significant in dropout rates. For example, African Americans have the highest dropout rate (34.4%), followed by Native Americans (17.1%).
5. In 2000, the U.S. Supreme Court ruled in *Gratz v. Bollinger* that “separate but equal” segregated schools are unconstitutional because they are inherently unequal.
6. Most religions attempt to answer fundamental questions such as those regarding the meaning of life and how the world was created. Most religions also provide comfort to persons facing emotional traumas such as illness, suffering, grief, and death.
7. According to sociologist Emile Durkheim, sacred refers to those aspects of life that are extraordinary or supernatural, (those things that are set apart as “holy”. People feel a sense of awe, reverence, deep respect, or fear for that which is considered sacred.
8. A postindustrial economy is based on tertiary sector production – the provision of services rather than goods, as a primary source of livelihood for workers and profit for owners and corporate shareholders. A majority of U.S. jobs are in tertiary sector employment.
9. Today, many corporations are global in scope. Universal corporations are large corporations that are headquartered in several countries but sell and produce goods and services in only one country.
10. In advanced monopoly capitalism, mergers also occur across industries: corporations gain near-monopoly control over all aspects of the production and distribution of a product by acquiring both the companies that supply the raw materials and the companies that are the outlets for their products.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Describe at least two rituals of a particular religion and the shared meanings connected with those rituals.
2. How was the labor divided in your family of orientation? Explain how the pattern affects your family roles today or the roles you are likely to play in the future.
3. Describe characteristics that are central to the postindustrial economy.
4. Describe the different categories of religion.
5. What is meant by divorce? What are some of its causes?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. BLO 1 video segment 2
2. BLO 1 video segment 2
3. DLO 1 textbook, p. 409
4. DLO 1 video segment 2
5. DLO 1 video segment 2
6. DLO 1 video segment 2
7. BLO 1 video segment 2
8. DLO 2 textbook, pp. 356-357
9. CLO 2 video segment 3
10. DLO 2 video segment 3
11. DLO 2 video segment 3
12. ALO 2 textbook, p. 358
13. BLO 2 textbook, p. 358
14. DLO 2 video segment 3
15. ALO 3 textbook, p. 445
16. DLO 3 textbook, pp. 446-451
17. DLO 3 textbook, p. 447
18. BLO 3 textbook, pp. 452-453
19. DLO 3 video segment 4
20. DLO 3 video segment 4

True / False

1. FalseLO 1 textbook, p. 362
2. TrueLO 1 textbook, p. 365
3. FalseLO 1 textbook, p. 366
4. FalseLO 2 textbook, p. 402
5. FalseLO 2 textbook, pp. 402-403
6. TrueLO 2 textbook, pp. 408-409
7. TrueLO 2 textbook, pp. 408-409
8. TrueLO 3 textbook, p. 445
9. FalseLO 3 textbook, pp. 446-451
10. TrueLO 3 textbook, pp. 446-451

Essay Questions

Answers should include the following types of statements/points:

1.LO 1 video segment 2

- Weddings
- Baptisms
- Bar mitzvahs
- Confirmations
- Torah (Jews)
- Bible (Christians)
- Koran (Muslims)
- Holy communion

2.LO 2 textbook, pp. 368-370

Father:

- Take out garbage
- Mow yard
- Barbecue
- Punishment reinforcement
- Provide income

Mother:

- Cooking
- Cleaning
- Washing
- Ironing
- Sewing
- Child rearing
- Provide income

3.LO 3 textbook, pp. 445-446

- Information displaces property as the central preoccupation in the economy. Postindustrial economies are characterized by ideas, and computer software may eventually become the infrastructure of the future.
- Workplace culture shifts away from factories. And toward increased diversification of work settings, the workday, the employee, and the manager
- The conventional boundaries between work and home are breached.

4.LO 1 textbook, pp. 410-411

Category of Religion:

Description:

Simple Supernaturalism

A form of religion in which there is no discontinuity between the world of the senses and the supernatural; all natural phenomena are part of a single force

Animism

A form of religion in which all forms of life and all aspects of the earth are inhabited by gods or supernatural powers

Theism

A form of religion in which gods are conceived of as separate from humans and from other living things on the earth, although the gods are in some way responsible for the creation of humans for their fate

Polytheism	A form of theism in which there are numerous gods, all of whom occupy themselves with some aspect of the universe and of human life
Monotheism	A form of theism that is centered on belief in a single all-powerful God who determines human fate and can be addressed through prayer
Abstract Ideals	A form of religion that is centered on an abstract ideal of spirituality and human behavior
Civil Religion	A collection of beliefs, and rituals for communicating those beliefs, that exists outside religious institutions

5.LO 3textbook, pp. 381-383

- Divorce is the legal process of dissolving a marriage. Changes in our social institutions may contribute to an increase in divorce rates at the macrolevel. On the microlevel, factors contributing to divorce include age at marriage, length of courtship and acquaintanceship, economic resources, educational level, and parental marital happiness.

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Lesson 17

Social Institutions: Politics and Education

OVERVIEW

Every day, we interact with social institutions. These interactions take place as we earn our living, nurture our children, and further our education. Social institutions influence our actions and our relationships with others. They provide the structure within which we live our lives.

In this video lesson, you'll learn about how Americans interact with the social institution of education throughout the school year. Our children attend public school for seven hours a day, five days a week. School zones affect morning and afternoon traffic patterns. School schedules influence how we structure our personal time and activities—from socializing with friends and family members to planning vacations.

The social institution of education keeps society functioning by passing on essential knowledge, skills, and information from one generation to the next. Education also functions to meet our need for lifelong learning, which becomes more critical with rapidly changing technology. Included in lifelong learning is the need for individuals to be retrained so they can remain in the workforce longer.

Like other social institutions, American education faces challenges. Some of these challenges include discipline, culturally biased tests, social promotion, and grade inflation.

One of society's greatest needs is to establish a social structure of power and authority to counteract disorder and chaos. This structure is called politics, one of many social institutions within American society. The social institution of politics meets society's needs for order, structure, purpose, and faces many challenges as all social institutions do.

In this video lesson, you'll hear about one of the most unique challenges in American politics from the year 2000. This particular challenge didn't come from a foreign power, but rather from issues within the institution. At stake was the integrity of the electoral process to determine who would become President of the United States.

Also in this video, you will meet Anna. She is a twenty-one-year-old college student who works part-time in an office. She will help you understand how your life is influenced by a number of social institutions on a daily basis.

By becoming aware of how frequently we interact with social institutions, we can begin to appreciate the critical role that they play in our daily lives.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Sixth Edition. Chapter 12, "Education and Religion," pp. 346-377 and Chapter 13, "Politics and the Economy in Global Perspective," pp. 378-413.

Video: "Social Institutions: Politics and Education" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss the functions of the social institutions of politics and education in terms of meeting society's needs.

LESSON LEARNING OBJECTIVES

1. Using education as an example, analyze the common characteristics of social institutions.
2. Using politics as an example, explore ways that social institutions respond to internal issues.
3. Explain how social institutions influence daily choices and actions.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. How do the common characteristics of social institutions apply to education?
2. Provide examples of *hidden curriculum*.
3. Why is *lifelong learning* important?
4. What are some of the *roles, functions, groups, and values* found in education?
5. Using the sociological perspectives, explain the social institution of education.
6. What happens when a child is a product of educational tracking?
7. What is a commonly cited reason for dropping out of school?
8. How does the United States compare to Japan in public education?
9. What has been done for people with disabilities to be mainstreamed into public schools?
10. What is the problem associated with lack of faculty diversity at American universities?
11. What issues are we facing regarding school violence in America?
12. How does the concept of cultural capital relate to education?
13. What is the function of the social institution of politics?
14. What are *power* and *authority*, as they relate to politics?
15. What is *traditional authority* versus *legal authority* versus *charismatic authority*?
16. What is the military industrial complex?
17. What are the differences between the power and pluralist models in politics?
18. According to the lesson video, why were many voters in Palm Beach County disqualified and kept from voting?

19. According to the lesson video, how does Anna's life interact with social institutions during the course of a day?
20. What is political socialization?

RELATED ACTIVITIES

1. Describe two typical situations in your family, or in a close relationship, in which politics operate.
2. What is your opinion about the effectiveness of the political institutions of your society in dealing with problems of inequality and injustice? Cite at least three pieces of evidence to support your view.
3. Would you describe the power structure in your city or town as being a power elite or a pluralist structure? Give arguments to support your view.
4. List at least three interest groups that are involved in lobbying. Describe the goal or purpose of each group, and tell how many members are in each.
5. Thinking back on your high school days, were you or your friends part of an "adolescent society," as described by James Coleman and other sociologists? Did you experience a "compulsive conformity" and loyalty to a peer group? If you cannot identify with these questions for yourself, do you see these phenomena happening with your children or other teenagers?
6. List and explain three positive and three negative factors you experienced in your education (school).
7. Do you agree with the author of the textbook that the expectations that education can solve social problems seem impossible to meet? Explain why or why not.
8. With permission from parents ask three children from elementary school or middle school if bullying takes place in their schools. Ask them to identify a specific situation of bullying. Do they think bullying is a serious problem at their school?
9. Write a short paper in which you address the hidden curriculum and how it has influenced your personal educational experience.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT a function of the social institution of education?
 - A. Transmission of knowledge
 - B. Preparation of young people for adulthood
 - C. Preparation of adults for new roles
 - D. None of the above
2. Which of the following is true about the goals of education for citizenship within American society?
 - A. Schools have been expected to teach values but not to shape society itself.
 - B. Schools have been expected to create equal opportunity and prepare new generations of citizens to function in society.
 - C. That education should help children maintain their cultural identity is almost universally accepted.
 - D. Nearly all school districts throughout the country have adopted the goal of encouraging critical thinking skills in their students.
3. The informal, subtle social norms that we learn from education are sometimes referred to as the _____.
 - A. primary function of education
 - B. hidden curriculum
 - C. hidden agenda
 - D. unwritten curriculum
4. All of the following are manifest functions of education, except:
 - A. Socialization.
 - B. Transmission of culture.
 - C. Maintaining the status quo.
 - D. Social control.
5. _____ refers to the assignment of students to specific courses and educational programs based on their test scores, previous, or both.
 - A. Age grading
 - B. Intelligence grouping
 - C. Tracking
 - D. Ability segregation
6. Which of the following is NOT a value promoted in the social institution of education?
 - A. Responsibility
 - B. Respect for others
 - C. Sharing
 - D. Individualism

7. Which of the following would be influenced by an interaction with the social institution of education?
- A. Morning and afternoon traffic patterns
 - B. How we structure personal time and activities
 - C. When we take the family on vacation
 - D. All of the above
8. Which of the following would be an example of lifelong learning?
- A. Retraining when a person loses a job
 - B. Learning how to use a computer
 - C. Learning new skills to cope with changes in one's life
 - D. All of the above
9. A Parent-Teacher Association is an example of a _____ found within the social institution of education.
- A. role
 - B. norm
 - C. group
 - D. need
10. It is through _____ that society establishes a social structure of power and authority.
- A. education
 - B. politics
 - C. economics
 - D. law
11. _____ authority is power that is legitimate based on long-standing custom.
- A. Charismatic
 - B. Traditional
 - C. Coercive
 - D. Rational-legal
12. The U.S. Presidency, Congress, and the federal bureaucracy are examples of _____ authority.
- A. Charismatic
 - B. Traditional
 - C. Coercive
 - D. Rational-legal
13. Weber believed that _____ authority was the only means to attain competent regulation under a rule of law.
- A. Charismatic
 - B. Traditional
 - C. Coercive
 - D. Rational-legal

14. Most European elections are based on a system of:
- A. direct participatory democracy.
 - B. representative democracy.
 - C. full voting rights.
 - D. proportional representation.
15. According to the video lesson, which of the following is a question generated as a result of the 2000 presidential election?
- A. What happens when technology fails?
 - B. What happens if there is a tie in the votes?
 - C. What happens if groups of people feel disenfranchised by the process?
 - D. All of the above
16. The right to vote is a _____ in the social institution of politics.
- A. need
 - B. value
 - C. norm
 - D. role
17. According to the video lesson, which of the following daily activities would constitute an interaction with the social institution of economics?
- A. Shutting off your alarm clock
 - B. Toasting bread in a toaster
 - C. Frying an egg
 - D. All of the above
18. We most frequently interact with the social institution of economics through our _____.
- A. jobs
 - B. education
 - C. voting
 - D. attending church
19. In the video lesson, Anna interacts with the social institution of education when she attends a _____.
- A. technical training session
 - B. community college
 - C. university
 - D. on the job training session
20. Attending a city council meeting in our community is an example of how we might interact with the social institution of _____.
- A. politics
 - B. economics
 - C. education
 - D. law

True / False

1. In absolute monarchies, the royalty serve as symbolic rulers or heads of state while actual authority is held by elected officials in national parliaments.
2. To keep people from rebelling, totalitarian governments enforce conformity: people are denied the right to assemble for political purposes, access to information is strictly controlled, and secret police enforce compliance, creating an environment of constant fear and suspicion.
3. Full voting rights were not gained by African Americans until the ratification of the Nineteenth Amendment in 1920.
4. The pluralist model is rooted in a functionalist perspective which assumes that people share a consensus on central concerns, such as freedom and protection from harm, and that the government serves important functions no other institution can fulfill.
5. Symbolic interactionists acknowledge that the government serves a number of important purposes in society; they assert that government exists for the benefit of wealthy or politically powerful elites who use the government to impose their will on the masses.
6. Tracking refers to the practice of assigning students to specific curriculum groups and courses on the basis of their test scores, previous grades, or other criteria. Conflict theorists believe that tracking seriously affects many students' educational performance and their overall academic accomplishments.
7. According to symbolic interactionists, the undercover curriculum is the transmission of cultural values and attitudes, such as conformity and obedience to authority, through implied demands found in the rules, routines, and regulations of schools.
8. Educational credentials are extremely important in societies that emphasize credentialism – a process of social selection in which class advantage and social status are linked to the possession of academic qualifications.
9. According to functionalists, the process of labeling is directly related to the power and status of those persons who do the labeling and those who are being labeled. For some students, labeling amounts to a self-fulfilling prophecy.
10. In regards to unequal funding of public schools, most educational funds come from the federal government and a small percentage from state legislative appropriations and local property taxes.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. List and explain three positive and three negative factors you experienced in your education (school).

2. Describe two typical situations in your family, or in a close relationship, in which politics operates.
3. What are the main types of political systems?
4. what are the three types of authority?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. D.....LO 1textbook, pp. 390-396; video segment 2
2. B.....LO 1 video segment 2
3. B.....LO 1 textbook, p. 398
4. C.....LO 1 textbook, pp. 393-394
5. C.....LO 1 textbook, p. 396
6. D.....LO 1 video segment 2
7. A.....LO 1 video segment 2
8. D.....LO 1 video segment 2
9. D.....LO 1 video segment 2
10. B.....LO 2 video segment 3
11. B.....LO 2 textbook, pp. 431-433
12. D.....LO 2 textbook, pp. 431-433
13. D.....LO 2 textbook, pp. 431-433
14. D.....LO 2 textbook, pp. 435-437
15. D.....LO 2 video segment 3
16. B.....LO 2 video segment 3
17. D.....LO 3 video segment 4
18. A.....LO 3 video segment 4
19. B.....LO 3 video segment 4
20. A.....LO 3 video segment 4

True / False

1. False.....LO 1 textbook, pp. 433-435
2. True.....LO 1 textbook, pp. 434-435
3. False.....LO 1 textbook, p. 435
4. True.....LO 1 textbook, pp. 436-437
5. False.....LO 1 textbook, pp. 436-439
6. True.....LO 2 textbook, pp. 396-397
7. False.....LO 2 textbook, pp. 399-401
8. True.....LO 2 textbook, pp. 398-399
9. False.....LO 2 textbook, pp. 399-401
10. False.....LO 2 textbook, pp. 401-402

Essay Questions

Answers should include the following types of statements/points:

1.LO 1 textbook, pp. 388-408

Answer Explanation:

Positive:

- Parental involvement
- Small classes
- Personal relationships among students, teachers, and administrators
- Everyone knew name
- “Open” classroom
- Caring teacher(s)
- Extracurricular activities
- Good grades

Negative:

- Bureaucratic with hierarchy
- Little or no control
- Large classes
- Can be isolated
- Teachers impersonal
- Some activities (band, music) not supported
- Teachers’ “favorites”

2.LO 2, 3 video segment 4

Answer Explanation:

- Majority “rules”
- Power/authority rests with parents
- Rules set by parents
- Order of sitting arrangement at dinner

3.LO 2 textbook, pp. 433-436

The main types of political systems are monarchies, authoritarian systems, totalitarian systems, and democratic systems.

4.LO 2 textbook, pp. 431-432

Charismatic authority is power based on a leader’s personal qualities.

Traditional authority is based on long-standing custom.

Rational-legal authority is based on law or written rules and regulations.

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Lesson 18

Health and Medicine

OVERVIEW

Health and medicine mean many different things to different people. Some take it for granted that it will ensure them a long, healthy life. To others, it is a luxury they cannot afford. Sociologists know that this important social institution involves more than biology—it also involves cultural beliefs, lifestyles, and social class.

Some health care professionals may view the practice of medicine as their calling in life, but patients often think important medical decisions are determined by impersonal economic policies and government regulations. Sociologists explore these multidimensional aspects of health and medicine by using the sociological perspectives. In doing so, they provide valuable insights about the complexities of this social institution.

While America is a tapestry of many cultures and practices, American health care continues to emphasize *curative health*, which focuses on the diagnosis and treatment of illness, rather than *preventive health*, which stresses the need to live our lives to optimize health, through proper diet, exercise, and annual examinations. In this video lesson you'll hear about some exotic—even mysterious—alternative healing approaches, which enrich the offerings of American healthcare.

Age, gender, ethnicity, and geographical location have a part in determining our health and the level of care available to us. These are the demographic factors studied by epidemiologist, Kimberly Peters, a sociologist working for the New Mexico Department of Health. In this video lesson, you'll hear Kimberly talking about the “Women’s Health Profile, 2001,” a study which will hopefully lead to the improvement of women’s health care in New Mexico.

Over the past fifty years, advances in medical technology have improved greatly the diagnostic process and made many surgeries less invasive. Advances have also been made in pharmaceutical drugs—offering cures for many diseases and relief from the symptoms of many other disorders.

New technologies and drugs have contributed to the soaring cost of health care and created a two-tiered system of medical care—superior care for those who can afford the cost, and inferior care for those who can’t. This inequity often creates moral and ethical issues.

With greater emphasis on cost containment and insurance plans setting limits on services and fees, the question remains: is the social institution of health and medicine doing a better or worse job of serving patients today? What about the future?

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Sixth Edition. Chapter 14, “Health, Health Care, and Disability,” pp. 414-443.

Video: “Health and Medicine” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will comprehend the sociological significance of medicine and health care.

LESSON LEARNING OBJECTIVES

1. Use the sociological perspectives to examine the social institution of health and medicine.
2. Explore the ways that age, gender, race/ethnicity, and socioeconomic status are related to health and illness.
3. Describe the sociological implications of the future of the U.S. health care system.
4. Explain the significance of medical technology.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What improvements emerged during the nineteenth century regarding public health?
2. What are stages of development of hospitals?
3. What is the significance of *medical sociology*?
4. What are recent challenges faced by medical sociologists?
5. What are some ethical considerations related to health and medicine?
6. What is the central focus of the functionalist perspective regarding health and medicine?
7. How does the functionalist perspective define the *sick role* and the *physicians' role*?
8. What is the central feature of the conflict perspective regarding health and medicine?
9. Which sociological perspective would examine gender differences in treatment?

10. What is the central focus of the symbolic interactionist perspective regarding health and medicine?
11. Discuss some alternative health care methods practiced in the United States.
12. What is a social epidemiologist?
13. What social factors would be studied by a social epidemiologist?
14. What was the goal of the research report from New Mexico presented in the video lesson?
15. How do sociologists, using sociological perspectives, say about disability?
16. What are some of the inequalities based on disabilities?

RELATED ACTIVITIES

1. What are the arguments for and against the right to die? With which of these views do you agree and why? Write a brief essay presenting both views about this critical health care issue.
2. How would functionalists, conflict theorists, and symbolic interactionists suggest that health care delivery might be improved in the United States? Create a chart that compares and contrasts each theoretical explanation.
3. Based on this chapter, how do you think illness and disability will be handled in the United States in the near future? Are there things that we can learn from other nations regarding the delivery of health care? Why or why not? Select a specific health crisis in another part of the world and report on the different measures used to address it.
4. Research the costs of health insurance in your area. Have the costs increased or decreased? What explanations can you use for various explanations you encounter? Which sociology theory do you think best explains your answer?
5. What is your opinion on human cloning? Write a short paper explaining your personal beliefs towards cloning.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. The central focus of the functionalist perspective when examining health and medicine is _____.
 - A. social class differences
 - B. access to health care
 - C. maintaining healthy people
 - D. personal experiences

2. According to the functionalist perspective, two central issues in health and medicine are _____ and _____.
A. the sick role; the physician's role
B. accessibility; social control
C. social roles; access
D. regaining health; access to health care
3. Access to health care is the focal point of the _____ perspective.
A. functionalist
B. conflict
C. symbolic interactionist
D. marginal
4. The _____ perspective examines how health and medicine are socially constructed.
A. symbolic interactionist
B. functionalist
C. conflict
D. feminist
5. The statement, "People can have the same medical condition yet respond in very different ways" is aligned with the _____ perspective.
A. feminist
B. functionalist
C. conflict
D. symbolic interactionist
6. A(n) _____ seeks out the causes of illnesses and diseases and how they are distributed in population groups.
A. sociologist
B. ethnographer
C. epidemiologist
D. medical sociologist
7. The goal of the research featured in the video was to _____.
A. raise health standards in New Mexico
B. upgrade health care in New Mexico
C. improve health care for women in New Mexico
D. present a national picture of health care
8. One major reason for the escalation of fees for service health care cost was:
A. the cost of expensive technology.
B. the cost of training doctors in medical schools.
C. the expansion of medical insurance programs.
D. the costs of expanding medical assistants to doctors.

9. Which of the following is true of the health care in the United States in the past fifty years?
- A. Medical technology has greatly improved.
 - B. Diagnostic processes have made many surgeries less invasive.
 - C. Pharmaceutical drug advances provide relief for many diseases.
 - D. All of the above
10. For health insurance providers, the most significant issue is _____.
- A. access to health care professionals
 - B. certification and education of providers
 - C. balancing cost of care with quality of care
 - D. numbers of patients seeking care
11. To make medicine in the U.S. more scientific, the _____ commissioned an official study of medical education.
- A. Rockefeller Foundation
 - B. American Medical Association
 - C. Carnegie Foundation
 - D. Association of American Universities
12. According to the text, _____ is generally a greater determinant of health and mortality than is _____.
- A. gender; race/ethnicity
 - B. gender; social class
 - C. social class; race/ethnicity
 - D. race/ethnicity; social class
13. _____ is an approach to health care that focuses on prevention of illness and disease and is aimed at treating the whole person.
- A. Traditional medicine
 - B. Preventative medicine
 - C. Conventional medicine
 - D. Holistic medicine
14. Healing practices inconsistent with dominant medical practice taking a holistic approach to health are known as:
- A. alternative medicine
 - B. conventional medicine
 - C. faith healing
 - D. preventative medicine
15. The _____ perspective views sickness as a form of deviant behavior that must be controlled by society.
- A. conflict
 - B. symbolic interactionist
 - C. feminist
 - D. functionalist

16. _____ medicine focuses on taking the initiative in maintaining health.
- A. Curative
 - B. Preventive
 - C. Alternative
 - D. Scientific
17. According to _____ theorists, people with a disability experience role ambiguity because many people equate disability with deviance. By labeling individuals with a disability as “deviant,” other people can avoid them or treat them as outsiders.
- A. conflict
 - B. postmodernist
 - C. symbolic interactionist
 - D. functionalist
18. People in the sick role are expected to:
- A. be responsible for the condition.
 - B. desire to get well.
 - C. continue their normal roles and obligations.
 - D. ignore competent medical assistance.
19. One of the most frequently practiced forms of traditional Chinese medicine in the United States is _____.
- A. curative medicine.
 - B. preventive medicine
 - C. acupuncture
 - D. ayurveda
20. _____ is the art of Mexican folk healing.
- A. Acupuncture
 - B. Yoga
 - C. Ayurveda
 - D. Curanderismo

True / False

1. Throughout its history in the United States, medical care has been on a fee-for-service basis: patients are billed individually for each service they receive, including treatment by doctors, laboratory work, hospital visits, prescription, and other health-related expenses.
2. The United States has two nationwide public health insurance programs, Medicare and Medicaid. Medicare is a jointly funded federal-state-local program, established to make health care more available to the poor; whereas, Medicaid is a program for persons age 65 or older who are covered by Social Security or who are eligible and “buy into” the program by paying a monthly premium.

3. Created in an effort to provide workers with health coverage by keeping costs down, health maintenance organizations (HMOs) provide, for a set monthly fee, total care with an emphasis on prevention to avoid costly treatment later.
4. The removal of certain behaviors (such as homosexuality) from the list of mental disorders compiled by the American Psychiatric Association and the deinstitutionalization of mental health patients, are examples of medicalization.
5. Doctors gain power through observing patients to gather information, thus appearing to speak “wisely.” This illustrates the symbolic interactionist perspective on health and medicine.
6. Mental disorder refers to a reduced ability to perform tasks one would normally do at a given stage of life and that may result in stigmatization or discrimination against the person with disabilities.
7. According to sociologist Eliot Freidson, how people with disabilities are labeled results from three factors: their degree of responsibility for their impairment, the apparent seriousness of their condition, and the perceived legitimacy of the condition. He concluded that the definitions of and expectations for people with a disability are socially constructed factors.
8. Contrary to popular belief, a woman who is HIV positive can not pass the virus on to her child during pregnancy, childbirth, or breast feeding.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Discuss the social implications of advanced medical technology.
2. Explain the four methods of paying for health care and controlling health care costs in the United States.
3. What is the postmodern perspective on health and illness?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. CLO 1 video segment 2
2. ALO 1 video segment 2
3. BLO 1 video segment 2
4. ALO 1 video segment 2
5. DLO 1 video segment 2
6. CLO 2 video segment 4
7. CLO 2 video segment 4
8. CLO 3 textbook, pp. 480-481
9. DLO 3 video segment 6
10. CLO 3 video segment 6
11. CLO 4 textbook, p. 477
12. CLO 2 textbook, p. 472
13. DLO 5 textbook, p. 485
14. ALO 5 textbook, p. 485
15. DLO 1 textbook, pp. 485-486
16. BLO 4 telecourse guide lesson overview, pp. 175-176
17. CLO 1 telecourse guide lesson overview, pp. 175-176
18. BLO 6 textbook, p. 486
19. CLO 6 video segment 3
20. DLO 6 video segment 3

True / False

1. TrueLO 1 textbook, p. 479
2. FalseLO 3 textbook, pp. 480-481
3. TrueLO 3 textbook, p. 481
4. FalseLO 1 textbook, pp. 487-489
5. FalseLO 1 textbook, pp. 487-489
6. FalseLO 4 textbook, pp. 489-491
7. TrueLO 4 textbook, pp. 493-494
8. FalseLO 2 textbook, pp. 476-477

Essay Questions

Answers should include the following types of statements/points:

1.LO 4 textbook, pp. 484-485
 - The new technologies create options for people and for society, but options that alter human relationships.
 - The new technologies increase the cost of medical care.
 - The new technologies raise provocative questions about the very nature of life.

The United States and the Union of South Africa are the only developed nations without some form of universal health coverage for all citizens.

1. Private health insurance – part of the reason that the cost of fee-for-service health care in the United States escalated rapidly beginning in the 1960s was the expansion of medical insurance programs at that time. Third-party providers began picking up large portions of doctor and hospital bills for insured patients. With third-party fee-for-service payment, patients pay premiums into a fund that in turn pays doctors and hospitals for each treatment the patient receives. According to medical sociologist Paul Starr, third-party fee-for-service is the main reason for medical inflation because it gives doctors and hospitals an incentive to increase medical services. In other words, the more services they provide, the more fees they charge, and the more money they make. Patients have no incentive to limit their visits to doctors or hospitals because they have already paid their premiums and feel entitled to medical care, regardless of the cost. Likewise, many patients simply depend on the advice of their physicians to determine what treatment to have; they do not independently decide on what medical care they need.
2. Public health insurance – the United States has two nationwide public health insurance programs, Medicare and Medicaid. Medicare is a program for persons age 65 or older who are covered by Social Security or who eligible and “buy into” the program by paying a monthly premium. Medicare pays part of the health care costs of these people. Medicaid, a jointly funded federal-state-local program, was established to make health care more available to the poor. However, both the Medicaid program and the Medicare program are in financial difficulty.
3. Health maintenance organizations (HMOs) – were created in an effort to provide workers with health coverage, by keeping costs down. Health maintenance organizations (HMOs) provide, for a set monthly fee, total care with an emphasis on prevention to avoid costly treatment later. The doctors do not work on a fee-for-service basis, and patients are encouraged to get regular checkups and to practice good health practices (exercise and eat right). As long as patients use only the doctors and hospitals that are affiliated with their HMO, they pay no fees, or only small co-payments, beyond their insurance premiums.
4. Managed care – is another approach to controlling health care costs in the United States. Managed care is any system of cost containment that closely monitors and controls health care providers’ decisions about medical procedures, diagnostic tests, and other services that should be provided to patients. Patients choose a primary-care physician from a list of participating doctors. When patients need medical services, they must first contact the primary-care physician; if a specialist is needed for treatment, the primary-care physician refers the patient to a specialist who participates in the program.

3.LO 1textbook, pp. 488-489

This theory argues that the medical establishment and doctors have gained control over illness and patients at least partly because of the physicians' clinical gaze, which replaces all other systems of knowledge.

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Lesson 19

Communications Media and Technology

OVERVIEW

The social institution of communications media is a powerful force in America. It informs, instructs, and entertains us. In the case of news organizations, its primary power rests not in telling us what to think, but in making choices about news coverage, which in turn influences how we interpret and perceive events around us.

Words and images shape our ideas and our opinions. While the communications media reveals a world beyond our immediate community, its power and influence may go unnoticed. Who should choose what news to cover? At what level should these decisions be made? And what are the ramifications of the choices?

In this video lesson, you will explore the social role of communications media during war to better understand how public opinion is shaped. Before television, radio, and film, our sources for news about war were newspapers and word-of-mouth. But by the time World War II began, technological advances made it possible for radio correspondents to report from the front lines and for the general public to view newsreel footage of battles. On September 11, 2001, the communications media broadcast material from a variety of sources to reveal the horrifying images that marked the beginning of America's war on terrorism.

A hybrid form of television entertainment has bridged the gap between fact and fiction. So-called *reality television* shows people engaged in activities that range from breaking the law to self-imposed exile from civilization. But how “real” is reality television? Reality television has a strong appeal for a large part of the viewing public. But the fact remains that within these programs, choices are made in how the footage is edited to make the scenes more dramatic. This makes it difficult to perceive what is real—and what is not—in reality television.

Technology has touched every aspect of our lives. Personal computers, the Internet, and cellular phones are part of our culture. While we welcome the advantages new technology brings, we must often accept the negative effects with the positive. In this video lesson, you will explore the paradox of *technological dualism*, in a story about our relationships with cell phones. You will also learn about *environmental stress*, which often is a negative byproduct of our technological society.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 15, “Population and Urbanization,” p. 517 [Framing Immigration in the Media], and Chapter 16, “Collective Behavior, Social Movements, and Social Change,” pp. 538-569.

Video: “Communications Media and Technology” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain how communication media and technology contribute to social change.

LESSON LEARNING OBJECTIVES

1. Using war as an example, discuss the social role of the communications media.
2. Explain how groups within the communications media influence public opinion.
3. Discuss the societal impact of technology.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *cultural lag*?
2. What conclusions did futurist John L. Petersen conclude about the increase in technology?
3. What is *technological dualism*? Give examples.
4. What are examples of catalysts for social change?
5. What impact did the media have on America during Vietnam?
6. What are some advances in technology that have brought forth large industries?
7. How did television coverage change during the Persian Gulf War?
8. Why is technology a paradox?
9. What is *environmental stress*?
10. What impact did the media's imagery of the enemy have during World War II?
11. How is our perception of war influenced by the mass media? Give examples.
12. Who was Rosie the Riveter?
13. How did the American public receive news about Vietnam?
14. Why were images of September 11, 2001 such a powerful force?
15. Who controls public opinion?
16. What effect do large conglomerates have on communications media?
17. Who are the gatekeepers of public opinion?
18. What influence has reality television had on the viewing public?

RELATED ACTIVITIES

1. Survey your friends and relatives, asking them where they get the news that is important to them. Do they rely solely on interpersonal communications, or do they use the newspapers, television, and radio? How frequently do they use these various media during a given week? Report your findings.
2. Think about one television show with violent, aggressive behavior and one without it. Write a brief narrative describing your feelings after each show you watched.
3. Make a list of your family members and closest friends. Based on what you know, next to each name write the kind of music that person likes to listen to. What does this tell you about the influence radio and music has on people's lives?
4. What kind of music do you most enjoy? How does the mass media portray people who listen to this type of music? Do you "fit" the portrayal?
5. Identify and list two examples of each of the dimensions of technology.
6. Identify at least two technological innovations in your home, then describe two positive and two negative effects of each. You may include physical, social, and psychological effects.
7. Ask three parents if they think that technology can inhibit their children's communication skills. For example, children not being able to communicate effectively because they listen to music, play video games and don't really have a chance to talk as much now with their families when compared to previous times.
8. How do you think televised political debates influence the American people?
9. Do not watch television, listen to the radio, surf the Internet, or listen to music for two days. Write a short paper on how this affects your life.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. By the time of World War II, many people formed their visual perceptions about war from _____.
A. television
B. newsreel footage shown in movie theaters
C. journalists
D. All of the above
2. The media coverage of World War II was NOT primarily oriented towards _____.
A. portraying the United States as a world hero
B. portraying the enemy as evil
C. generating support for the war effort
D. showing the public what war was really like

3. _____ wore a bandanna around her head and was sweating as she worked in a factory supporting the war effort during World War II.
- A. Rosie the Riveter
 - B. Rosanna the Riveter
 - C. Susie the Supporter
 - D. Faith the Freedom Worker
4. Which conflict was really the first one that people saw a realistic portrayal of killing and fighting?
- A. Vietnam
 - B. World War II
 - C. Korean War
 - D. Gulf War
5. Seeing the real images of war and conflict played a big role in creating _____ about the Vietnam conflict.
- A. support among Americans
 - B. division among Americans
 - C. loyalty among Americans
 - D. All of the above
6. One of the media-related events that made September 11, 2001, such a powerful force in the world is _____.
- A. a variety of sources, video and cell phones, provided us with a sense of what happened very quickly after it happened
 - B. images were controlled by the government
 - C. it took place on American soil
 - D. many nationalities were represented among those who lost their lives
7. Which of the following is true about the social institution of communications media in America?
- A. It informs us.
 - B. It instructs us.
 - C. It entertains us.
 - D. All of the above
8. Which of the following is an accurate statement about the social institution of communications media?
- A. Ownership is increasing in diversity.
 - B. More independent companies are being formed.
 - C. It is controlled by fewer and fewer companies.
 - D. None of the above

9. Often, media conglomerates are considered _____ of what we're allowed to see and hear.
- A. generators
 - B. gatekeepers
 - C. controllers
 - D. monopolies
10. A hybrid form of television entertainment has bridged the gap between fact and fiction. This is called _____.
- A. reality television
 - B. enterfiction television
 - C. entertainment television
 - D. spoof television
11. One of the issues with some reality television is that it often displays _____.
- A. personal circumstances
 - B. bias toward certain groups
 - C. perverts and deviants
 - D. a weird sense of the truth
12. Technological _____ is used to refer to the fact that technological changes often have both positive and negative effects.
- A. paradox
 - B. dualism
 - C. effectism
 - D. None of the above
13. According to Judith Perrolle in the video lesson, which of the following is a promise that often comes with new technologies?
- A. Making things better
 - B. Making things more convenient
 - C. Making things more equitable
 - D. All of the above
14. Which of the following technologies could create technological dualism in our lives?
- A. Computers
 - B. Answering machines
 - C. Cell phones
 - D. All of the above
15. According to Judith Perrolle in the video lesson, an important aspect of any new technology is _____.
- A. convenience
 - B. the way it is used
 - C. cost
 - D. features

16. The text points out that as we are increasingly moving _____ instead of people.
 - A. industrial products
 - B. information
 - C. electronic components
 - D. computer chips
17. Which sociologist coined the term *cultural lag*?
 - A. Talcott Parsons
 - B. Emile Durkheim
 - C. William Ogburn
 - D. Max Weber
18. *Cultural Lag* occurs when:
 - A. the material culture has failed to keep up with the non-material culture
 - B. the material and non-material culture move at precisely the same rate.
 - C. the non-material culture outstrips the material culture.
 - D. None of the above
19. Futurist John L. Peterson pointed out:
 - A. the more complex a system becomes, the greater the chance of system failure.
 - B. the more complex a system becomes, the less chance of system failure.
 - C. most of the world will not participate in the technological revolution.
 - D. Both A and C
20. _____ refers to the effects of society on the natural environment.
 - A. Pollution
 - B. Technological stress
 - C. Environmental stress
 - D. None of the above

True / False

1. In relation to social changes in the future with technology, sociologist William Ogburn suggested, when a change in the material culture occurs in society, a period of cultural diffusion follows in which the nonmaterial (ideological) culture has not caught up with material development.
2. Sympathetic Framing refers to news writing that focuses on the human interest side of a story and shows that the individuals involved are caring people who are representative of a larger population
3. Negative framing of the issue of immigrant labor is not new in the United States.
4. It is unlikely that the media framing of immigration will have much effect on public policy because most people are very knowledgeable about the facts related to this issue.
5. The media often present both sympathetic and negative framing of public issues.

Essay Questions

Answer the following questions using complete sentences in a well-developed essay.

1. Discuss the relationship of technology and change.
2. Discuss an example of environmental stress.

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

- | | | | | |
|-----|---|-----------|-------|---|
| 1. | B |LO 1 | ..... | video segment 2 |
| 2. | D |LO 1 | ..... | video segment 2 |
| 3. | A |LO 1 | ..... | video segment 2 |
| 4. | A |LO 1 | ..... | video segment 2 |
| 5. | B |LO 1 | ..... | video segment 2 |
| 6. | A |LO 1 | ..... | video segment 2 |
| 7. | D |LO 2 | ..... | telecourse guide lesson overview, p. 185; video segment 4 |
| 8. | C |LO 2 | ..... | video segment 4 |
| 9. | B |LO 2 | ..... | video segment 4 |
| 10. | A |LO 2 | ..... | video segment 5 |
| 11. | B |LO 2 | ..... | video segment 5 |
| 12. | B |LO 3 | ..... | video segment 6 |
| 13. | D |LO 3 | ..... | video segment 6 |
| 14. | D |LO 3 | ..... | video segment 6 |
| 15. | B |LO 3 | ..... | video segment 6 |
| 16. | B |LO 3 | ..... | textbook, p. 565 |
| 17. | C |LO 3 | ..... | textbook, p. 565 |
| 18. | D |LO 3 | ..... | textbook, p. 565 |
| 19. | D |LO 3 | ..... | textbook, p. 565 |
| 20. | C |LO 3 | ..... | video segment 6 |

True / False

- | | | | | |
|----|-------|-----------|-------|------------------|
| 1. | False |LO 2 | ..... | textbook, p. 565 |
| 2. | True |LO 2 | ..... | textbook, p. 517 |
| 3. | True |LO 2 | ..... | textbook, p. 517 |
| 4. | False |LO 2 | ..... | textbook, p. 517 |
| 5. | True |LO 2 | ..... | textbook, p. 517 |

Essay Questions

Answers should include the following types of statements&/points:

1.LO 3 textbook, p. 565

- Technological tools, instruments, machines, and weaponry are used in accomplishing a variety of tasks. The creation and development of these material objects create periods of lag between the changes of the material world comparatively to the non-material world.
- The body of technical skills, procedures, routines—all activities or behaviors that employ a purposive, step-by-step, rational method of doing things typically *lag* behind these advances.
- The organizational networks associated with activities and apparatus also fall behind.
- These technological advances have brought forth a variety of improvements, but also have created the potential for greater disasters.

2.LO 3 video segment 6

Using snowmobiles in frozen lakes makes the snow very compact. This reduces amount of sunlight filtering through to maintain plant life underwater. Decomposition of plant life robs water of oxygen. The fish then cannot survive, but die from asphyxiation.

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Lesson 20

Population and Urbanization

OVERVIEW

Around the world, more than four children are born every second. In about an hour's time, 16,122 babies will become members of the human family. While you sleep, 128,976 babies will come into this world. In a day's time, the world's population will increase by 387,000 (even though thousands will also die).

Sociologists study population change and population growth in an effort to help communities and urban areas plan for the future. They also study characteristics of populations and how they are distributed. There are a variety of factors that affect population growth including birth rate, death rate, and even the status of women in the workforce. When women enter the workforce and delay childbearing, it can greatly affect the birth rate of a population.

When sociologists study the characteristics of a population, they look at to determine the age, ethnic, and gender diversity of the population. These characteristics are critical to adequate planning for the future. Is the population primarily one that represents young adults who are having children? If so, what are the implications for future educational needs in the community? Will more children mean that more schools need to be built to accommodate the educational needs of those children?

As populations expand and urban areas become *home* to many in the population, how an urban area develops is important to sociologists. Sociologists have developed urban growth models to help explain the patterns of expansion that apply to urban areas. One of the earliest models was the *concentric zone model*, which developed in Chicago. But the concentric zone model has become outdated because of urban expansion.

Today, sociologists frequently help city planners apply the *peripheral model of urban expansion* to cities. The best way to understand the peripheral model is to apply it to an actual city. In the lesson video, you will learn how this model is reflected in the growth patterns and urban expansion of Houston, Texas, as Houston city planner, Jerry Wood, talks about his city.

Suburbs grew out of urban expansion as people sought a new lifestyle, away from the crowded, downtown urban centers. What factors contributed to the growth of suburbs in America? In the lesson video, you will hear sociologists talk about why suburban living has become so popular.

In many communities today, there is a constant struggle between the needs of the people and the needs of the urban landscape. Environmental concerns—pollution, congestion, lack of open, green spaces, as well as issues related to a shortage of housing and segregated neighborhoods—are some of the problems that plague many of our urban landscapes. These are the issues that compel sociologists to explore population change and urban expansion.

LESSON ASSIGNMENTS

- Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 15, “Population and Urbanization,” pp. 500-537.
- Video: “Population and Urbanization” from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will know why sociologists study the relationship of population to urbanization.

LESSON LEARNING OBJECTIVES

1. Explain why the study of population is important.
2. Provide examples of models of urban expansion.
3. Analyze the most important factors that influenced urban growth.
4. Explain issues related to urbanization.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. How do sociologists measure and predict population changes?
2. Why are sociologists interested in population and urbanization?
3. What are some of the things that contribute to population growth and urbanization?
4. What problems are associated with urbanization?
5. What is the *crude birth rate*? *Crude death rate*?
6. What is *demographic transition*?
7. What are the stages of demographic transition? Primary features of each stage?
8. What is the population of the United States? What are the projections?
9. What are some environmental considerations that come with population growth?

10. What contributed to suburban growth?
11. What is the *concentric zone theory*? The *peripheral model*?
12. What are environmental concerns that come with urbanization?
13. What is gentrification?
14. What type of fiscal crises will cities endure?
15. What are Edge Cities?
16. What some problems associated with global cities?
17. How does city life influence the lives of people with disabilities?
18. What is the peripheral model of urban expansion?

RELATED ACTIVITIES

1. Find someone in your family or a friend's family who remembers life "back on the farm." Ask the person to describe the way it was—the dependence on subsistence farming, use of animal power, importance of the village, and so forth. Summarize the results of your investigation.
2. Describe situations or areas in the United States that meet the criteria of a peripheral region. What are the conditions that tend to make it a peripheral region? Describe them graphically.
3. What is your community doing to deal with its waste? Are there problems in coping with increasing volumes of garbage? Are there efforts to recycle? Record the results of your inquiry.
4. Interview someone who grew up in a rural area and someone who grew up in a suburban area. Develop a set of questions you can ask them that would compare the overall way of life in the area in which they were raised. Write a short comparison paper discussing the results of their responses.
5. Interview your parents or other family members (uncle, aunt, or grandparent) about how the choices they made affected where they lived during their life. Are their explanations more a results of personal choice or were they dictated by the social structure? For example, did they choose to move to a certain location or were they forced their by economic circumstances?

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Populations change as a consequence of all of the following, EXCEPT _____.
 - A. births
 - B. deaths
 - C. migration
 - D. education

2. Which of the following is NOT a factor that demographers use to explore population change?
- A. Crude birth rate
 - B. Crude death rate
 - C. Birth control
 - D. Migration
3. _____ is a set of major changes in birth and death rates that has occurred most completely in urban industrial nations.
- A. Demographic transition
 - B. Demographic tangible
 - C. Population growth
 - D. Population rate
4. No population has entered the third stage of demographic transition without limiting its _____ rate.
- A. death
 - B. growth
 - C. birth
 - D. All of the above
5. Which of the following is NOT one of the stages of demographic transition?
- A. High growth potential stage
 - B. Transitional growth stage
 - C. Declining growth stage
 - D. Incipient decline stage
6. _____ refers to the proportion of the total population that is concentrated in urban settlements.
- A. Centralization
 - B. Central city zone
 - C. Urbanization
 - D. Revitalization
7. One of the primary reasons sociologists are interested in studying population is because it _____.
- A. shows the relationship of humans to scarce resources
 - B. provides population rates
 - C. provides birth rates
 - D. provides death rates
8. The distribution of population and the changes that come with population growth might affect _____.
- A. political representation
 - B. the wealth of the population
 - C. the ethnicity of the population
 - D. the gender roles of the population

9. Which of the following factors may be responsible for pushing people out of rural areas?
- A. Lack of opportunities to obtain farmland
 - B. The seasonal nature of employment in agriculture
 - C. The pull of family living in urban areas
 - D. All of the above
10. Why do sociologists use models of urban expansion?
- A. To understand urban growth
 - B. To help predict modern urban growth
 - C. To help plan for the future
 - D. All of the above
11. Which of the following is NOT a model used to examine urban growth?
- A. Concentric zone
 - B. Multiple nuclei
 - C. Sector model
 - D. Intersections theory
12. The _____ model was originally developed to understand urban expansion in _____.
- A. Concentric zone; Philadelphia
 - B. Concentric zone; Chicago
 - C. Strip model; Chicago
 - D. Peripheral model; Chicago
13. _____ is the process by which a new category of people or type of land use arrives in an area previously occupied by another group or land use.
- A. Invasion
 - B. Succession
 - C. Gentrification
 - D. Diffusion
14. In the peripheral model, what are the two types of highway development?
- A. Intrastate; interstate
 - B. City; county
 - C. Toll; unrestricted
 - D. Radial; circumferential
15. _____ usually include government facilities such as post offices, tax offices, and fire department.
- A. Open spaces
 - B. Green belts
 - C. Shopping malls
 - D. Service centers

16. In the lesson video, according to sociologist, Mary Pattillo, the rise of the suburbs was directly related to a housing crises and _____.
- A. the promotion of VA Loans by the federal government
 - B. returning servicemen and servicewomen
 - C. immigration
 - D. all of the above
17. With the initial rise of the suburbs, many feared the _____.
- A. rise of crime
 - B. congested living spaces
 - C. cookie-cutter sameness
 - D. All of the above
18. Which of the following problems are influenced by urbanization?
- A. Housing and educating the people moving into the urban areas
 - B. Caring for the health of people moving into the urban areas
 - C. Preventing gang violence and intergroup hatred
 - D. All of the above
19. The process where poor neighborhoods are renovated by higher-income newcomers while poor residents and merchants are pushed out, is known as _____.
- A. gentrification
 - B. defender neighborhood
 - C. invasion
 - D. neighborhood stratification
20. All of the following statements regarding mass suburbanization are TRUE, except:
- A. mass suburbanization has united the interests of cities and suburbs.
 - B. although many suburbanites rely on urban centers for their employment and services, they pay their property taxes to suburban governments and school districts.
 - C. mass suburbanization has contributed to a multi-tier school structure, comprised at least in part of affluent school districts in many suburban areas and poverty-stricken school districts in many central cities.
 - D. the lifestyle of affluent families who are living in “gentrified” properties in central city areas more closely approximates the lifestyle of families in affluent suburbs than of other residents of the central city.
21. Which of the following is not one of the three major themes that prevail in political economy models?
- A. The tendency of some neighborhoods, cities, or regions to grow and prosper whereas others stagnate and decline.
 - B. Both economic and political factors affect patterns of urban growth and decline.
 - C. Urban space has both an exchange value and a use value.
 - D. Structure and agency are important in how urban development take place.

22. _____ perspectives have only recently been incorporated in urban studies.
- A. Conflict
 - B. Symbolic interaction
 - C. Feminist
 - D. Functional

True / False

1. One measure of population composition is the sex ratio. In the United States, the estimated sex ratio for 2005 was 95.8, which means there were about 96 females per 100 males.
2. The age distribution of a population has a direct bearing on the demand for schooling, health, employment, housing, and pensions. The current distribution of a population can be depicted in a population pyramid, which is a graphic representation of the distribution of a population by sex and age.
3. Economist Thomas Malthus stated that the elimination of the existing population might be averted by either positive or preventive checks on population. Preventive checks are mortality risks such as famine, disease, and war; compared with positive checks which are limits on fertility. For Malthus, the only acceptable positive check was moral restraint.
4. According to the democratic transition theory, in stage 3 – advanced industrialization and urbanization very little population growth occurs because both birth rates and death rates are low. The birth rate declines as couple control their fertility through contraceptives and become less likely to adhere to religious directives against their use.
5. According to sociologist Ferdinand Tonnies, *Gesellschaft* is a society in which social relationships are based on personal bonds of friendship and kinship and on intergenerational stability, such that people have a commitment to the entire group and feel a sense of togetherness.
6. Even if the U.S. economy improves significantly in the new future, analysts believe that the positive effects of such a rebound will not improve the budgetary problems of our cities and towns for a number of years.
7. One of the many effects of urbanization is greater exposure of people to the media.
8. The epidemiological transition is the shift from deaths at younger ages due to acute, communicable diseases.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. Describe at least two examples of ways in which residents of your neighborhood or other neighborhoods in your city try to “defend” the neighborhood from “invasion.”
2. What are the processes that produce population changes?
3. What are the views of Karl Marx and the neo-Malthusians on overpopulation?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. DLO 1 textbook, pp. 502-507
2. CLO 1 textbook, pp. 502-507
3. ALO 1 textbook, p. 514
4. CLO 1 textbook, pp. 514-515; video segment 3
5. CLO 1 textbook, pp. 514-515
6. CLO 1 textbook, p. 518
7. ALO 1 textbook, p. 513
8. ALO 1 video segment 2
9. DLO 2 textbook, pp. 519-520
10. DLO 2 video segment 3
11. DLO 2 textbook, pp. 521-523
12. BLO 2 video segment 3
13. ALO 2 textbook, pp. 521-522
14. DLO 2 video segment 3
15. DLO 2 video segment 3
16. ALO 3 video segment 5
17. CLO 3 video segment 5
18. DLO 4 textbook, pp. 534-536
19. ALO 4 textbook, p. 522
20. ALO 4 textbook, pp. 518-519
21. ALO 4 textbook, p. 524
22. ALO 4 textbook, p. 525

True / False

1. FalseLO 1 textbook, p. 507
2. TrueLO 1 textbook, pp. 507-512
3. FalseLO 4 textbook, pp. 513-514
4. TrueLO 3 textbook, pp. 514-515
5. FalseLO 4 textbook, p. 519
6. TrueLO 4 textbook, p. 533
7. TrueLO 4 textbook, p. 535
8. TrueLO 1 textbook, p. 516

Essay Questions

Answers should include the following types of statements/points:

1.LO 4 textbook, pp. 521-523

The answer to this question should come from personal experience and information gathered from observation where you have lived or seen through the media.

- Gentrification
- Zoning (regulations which establish minimum lot sizes)
- Neighborhood improvement groups which might be in the form of vigilante action or street corner gangs
- Cost of homes
- Regulations residents must conform (agree) to within an area
- “Closed,” private neighborhoods

2.LO 4 textbook, pp. 502-507

Populations change as the result of fertility (births) mortality (deaths) and migration.

3.LO 2 textbook, pp. 513-515

Marx states that poverty is the result capitalist greed and not overpopulation. Neo-Malthusians reemphasize the dangers of overpopulation and encourage zero population growth.

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Lesson 21

Social Change

OVERVIEW

Societies are continuously exposed to social change. Such change occurs in our social institutions, our populations, our social structures, and our culture. Whether from internal societal forces or external forces, social change is inevitable and affects our lives. It is the sociologist who explores social change because of its powerful influence in our lives.

You will meet sociologists who define social change and talk about the three levels of sociological analysis. These levels of analysis can be understood when examining how computer technology has changed the ways in which society communicates with others, works, and deliver educational opportunities.

War continues to be one of the most powerful forces of social change. It can topple governments, destroy social institutions, and alter entire cultures. But war is a paradox—it is both a destructive *and* creative force. Whether in its effect on our economy or in the roles and statuses of women and ethnically diverse populations, World War II brought far-reaching social change to the United States, and its impact continues to be felt today.

Modernization is a process that affects societies at varying rates. One area of society that has been greatly influenced by modernization is agriculture. In the video lesson, you will meet Jerry Hare, a third-generation farmer who has lived through the many changes that have come with modernization. How has modernization affected the small farmer? What are the positive aspects that modernization has brought? What about the negative aspects?

Technology, war, and modernization—all are powerful social forces that continue to bring social change in our society. Our lives are not the lives of our parents, and our children's lives will be different than ours. Such is the influence of social change.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 16, "Collective Behavior, Social Movements, and Social Change," pp. 538-569.

Video: "Social Change" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to discuss the dynamics of social change.

LESSON LEARNING OBJECTIVES

1. Discuss the effects of social change from the three levels of sociological analysis.
2. Discuss war as a powerful force of social change.
3. Discuss George Ritzer's *Cathedrals of Consumption*.
4. Discuss modernization as a powerful force of social change.
5. Explain how significant social changes in society affect “everyday” life.
6. Discuss large-scale social change.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is the definition of *social change*?
2. The changing norms of behavior occurs at what level of social change?
3. What are macro, middle, and micro levels of social life?
4. What are examples of macro, middle, and micro levels of social life?
5. How have computers changed the work force?
6. How does war facilitate social change?
7. How is war a paradox when it comes to social change?
8. Can social change be predicted or controlled?
9. How does war change a society?
10. How did World War II change the U.S. economy?
11. How did World War II change social relations in the U.S.?
12. How did World War II influence change in the U.S. government?
13. What are Cathedrals of Consumption?
14. What is the relationship between Cathedrals of Consumption and religious cathedrals?
15. How did modernization change the U.S.?
16. How has agriculture changed due to modernization?
17. Describe the effects of population growth on topsoil erosion.
18. What are the differences between material culture and non-material culture?
19. What impact has social change had on central cities?
20. What role did the government have in facilitating social change after World War II?

21. What has modernization done regarding social change?
22. What is cultural lag?

RELATED ACTIVITIES

1. Outline a social problem that has been caused, at least partially, by changes in science and technology.
2. Discuss three technological changes that have impacted your life. Describe your *initial* reaction to each change. Explain the differences each technological change has made in your life—both positive and negative. (Example: Initially, I was frightened of computers. Now, I can produce papers with images, tables, title sheets, tables of contents, and spelling errors corrected by the computer. Unfortunately, I find myself spending more time on my computer and less time with my family.)
3. Write a short paper stating what types of collective behavior in the United States you believe are influenced by inequalities based on race/ethnicity, class, gender, age or disabilities? Why?
4. Which of the four explanations of crowd behavior (contagion theory, social unrest and circular reaction, convergence theory, and emergent norm theory) do you believe best explains crowd behavior? Write a short paper stating your opinion. Be sure to explain why.

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which one of these factors contributes to social change?
 - A. The physical environment.
 - B. Population trends.
 - C. Technological development.
 - D. All of the above
2. According to the text's discussion of social change and the physical environment:
 - A. an estimated 24 billion tons of topsoil is lost annually as a result of soil erosion and other degradation of grazing land.
 - B. the earth's tree cover continues to grow due to reforestation.
 - C. the amount of carbon dioxide in the environment has been stabilized in the past few decades.
 - D. the amount of potable water is virtually limitless.
3. What the text calls a *collectivity* is necessary to produce:
 - A. collective behavior.
 - B. organizational behavior.
 - C. institutional behavior.
 - D. informal behavior.

4. Changes in the social structures of a society would be an example of _____ social change.
- A. micro
 - B. macro
 - C. middle
 - D. None of the above
5. Being able to send an Email to family members is an example of how the computer has brought about this _____ level of social change.
- A. macro
 - B. middle
 - C. micro
 - D. personal
6. The text points out that in the U.S., a shift in population distribution from central cities to suburban areas has produced dramatic changes. Which of the following is/are among these changes?
- A. A shrinking tax base in central cities.
 - B. People with the greatest needs have the fewest public resources and essential services.
 - C. A growing demand for new educational programs and changes in the curricula.
 - D. All of the above
7. According to the text's discussion of social institutions and change:
- A. single-person and single-parent households will very likely diminish in the 21st century.
 - B. numerous scholars have argued that traditional families never worked quite as well as some might wish us to believe.
 - C. the United States continues to have the best educated population in the world.
 - D. All of the above
8. For African Americans and other nonwhites, World War II _____.
- A. showed little change in status/prestige
 - B. greatly changed roles and statuses
 - C. did not change the way people perceived those groups
 - D. None of the above
9. World War II sparked the government's role of _____.
- A. assuming more responsibility for society
 - B. diminishing jobs for women
 - C. decreasing jobs for nonwhite citizens
 - D. All of the above
10. Cathedrals of consumption have the purpose of _____.
- A. reinforcing religion
 - B. providing a vacation
 - C. allowing families to spend quality time together
 - D. making you spend your money

11. According to the video lesson, George Ritzer used the term cathedrals of consumption because of _____.
A. a shared magical quality they have with churches
B. the sense that both religious and consumption cathedrals are worshipped in our society
C. both religious and consumption cathedrals are often spectacular
D. All of the above
12. According to the text, the United States:
A. still has one of the best public education systems in the world for the top 15 percent of students.
B. is failing the bottom 25 percent of its students in terms of public education responsibilities.
C. as the nature of the economy changes, schools almost inevitably will have to change.
D. All of the above
13. According to the text's discussion of political systems:
A. Militarization has created economic prosperity so that health care, education, and have housing have flourished.
B. Militarization has been beneficial to the world economy.
C. A new concept of world security is emerging, requiring the cooperation of developed nations in halting the proliferation of weapons of mass destruction.
D. Militarization has greatly diminished since the 1990s.
14. According to the video lesson, Jerry Hare and his family have experienced modernization in _____.
A. urbanization
B. agriculture
C. business
D. family life
15. Modernization has brought the use of _____ to agriculture.
A. chemical fertilizers
B. pesticides
C. herbicides
D. All the above
16. According to the text, _____ contribute(s) to social change.
A. scientific methodology
B. population trends
C. grassroots programs
D. theories of change

17. The successful grassroots movement led by Lois Gibbs is now known as the _____ movement.
- A. Love Canal
 - B. Silkwood
 - C. Green Peace
 - D. Silent Spring
18. _____ is a social movement based on the belief that patriarchy is a root cause of environmental problems.
- A. Ecology Today
 - B. Conflict Ecologists
 - C. Environmental Justice
 - D. Ecofeminism
19. In the _____ stage of a social movement, people begin to organize and to publicize the problem.
- A. preliminary
 - B. coalescence
 - C. institutionalization
 - D. deinstitutionalization
20. All of the following statements regarding natural disasters are true, *except*:
- A. major natural disasters can dramatically change the lives of people.
 - B. trauma that people experience from disasters may outweigh the actual loss of physical property.
 - C. natural disasters are not affected by human decisions.
 - D. Disasters may become divisive elements that tear communities apart.

True / False

1. Since the 1980s, the emerging environmental justice movement has focused on the issue of environmental racism – the belief that a disproportionate number of hazardous facilities (including industries such as waste disposal/treatment and chemical plants) are placed in low-income areas populated primarily by people of color.
2. In relation to social changes in the future with technology, sociologist William Ogburn suggested, when a change in the material culture occurs in society, a period of cultural diffusion follows in which the nonmaterial (ideological) culture has not caught up with material development.
3. In relation to social changes in the future with social institutions, the United States still has one of the best public education systems in the world for the top 15 percent of the students, but it badly fails the bottom 25 percent.
4. Social movements seeking to bring about a total change in society are referred to as revolutionary movements.

5. Some political scientists argue that public opinion has a substantial effect on decisions at all levels of government.

Essay Questions

Answer the following question using complete sentences in a well-developed essay.

1. Discuss the possible impact of war on a society.
2. What is the relationship between social change and collective action?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. DLO 1 textbook, pp. 560-5665
2. ALO 1 textbook, pp. 560-564
3. ALO 1 textbook, p. 540
4. BLO 1 video segment 2
5. CLO 1 video segment 2
6. DLO 5 textbook, p. 540
7. BLO 5 textbook, pp. 565-566
8. BLO 2 video segment 3
9. ALO 2 video segment 3
10. DLO 3 video segment 4
11. DLO 3 video segment 4
12. DLO 5 textbook, pp. 565-566
13. CLO 2 textbook, pp. 565-566
14. BLO 4 video segment 5
15. DLO 4 video segment 5
16. BLO 5 textbook, p. 564
17. ALO 5 textbook, pp. 565-566
18. DLO 6 textbook, p. 558
19. BLO 6 textbook, p. 554
20. CLO 6 textbook, pp. 562-564

True / False

1. TrueLO 5 textbook, p. 559
2. FalseLO 4 textbook, p. 565
3. TrueLO 5 textbook, p. 566
4. TrueLO 6 textbook, p. 553
5. TrueLO 6 textbook, pp. 550-551

Essay Questions

Answers should include the following types of statements/points:

1.LO 2 video segment 3

Answer:

- Population unbalance due to loss of life
- Labor shortages
- Mobilization for war
- Death expulsion, banishment
- Changing gender roles, expectations
- National pride, patriotism
- Social institutions

2.LO 6 textbook, pp. 540-542

- Social change is the alteration, modification, or transformation of public policy, culture, or social institutions over time. Social change is usually brought about by collective behavior, which is defined as relatively spontaneous, unstructured activity that specifically violates established social norms.

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Lesson 22

Social Action

OVERVIEW

Modern societies host a multitude of conflicting interests. Business owners are interested in profits and workers want living wages. Parents are interested in protecting and caring for their children, and children are interested in having fun. Some politicians represent the interests of business enterprises; some favor protection of consumers and wage earners.

Sometimes social institutions fail to meet peoples' needs. When this happens, some people become frustrated and seek solutions through social action. Social action is a personal response or commitment that is expressed individually or collectively i.e., at small group, community, societal, and/or global levels. At the one-on-one level, an employee confronts a supervisor. At the community level, a neighborhood organizes a petition effort. At the national level, a union goes on strike. At the global level, environmental groups meet to encourage sustainable development.

People become involved in social movements to either bring about or resist changes. People in movements have a feeling of solidarity around their interests and beliefs. Mobilization of people and resources is a conscious and on-going effort in movements. Social movements always involve conflict. Social activists regularly agitate people to change. These efforts are necessary to motivate and to help those with power and authority to see the needs and then to effect changes.

In this video lesson, you will learn that social action often involves collective behavior such as rallies, demonstrations, and marches. Some collective behavior may be organized, as in a strike; however, it might involve highly emotional, spontaneous actions in unstructured situations like riots. Sociologists have a long history of studying social action, social movements, and collective behavior. It is one of the most fascinating areas of study in sociology.

You will also learn about sociologist Victor Ayala's personal journey to become one of his community's leaders in the AIDS awareness movement. His story exemplifies how the social actions of an individual can make a difference and bring about social change.

LESSON ASSIGNMENTS

Text: Diana Kendall: *Sociology in Our Times: The Essentials*, Seventh Edition. Chapter 16, "Collective Behavior, Social Movements, and Social Change," pp. 538-569.

Video: "Social Action" from the series *Exploring Society, Introduction to Sociology*.

LESSON GOAL

After completing this lesson, you will be able to explain how social action is related to collective behavior and social change.

LESSON LEARNING OBJECTIVES

1. Describe and give examples of the types of social movements.
2. Explore examples and theories associated with collective behavior.
3. Analyze the role of the individual in the process and the consequences of social action.

REVIEW

The following steps are intended to help you learn the material in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help you review the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

1. What is *collective behavior*?
2. Why are sociologists interested in studying collective behavior?
3. Identify the types of spontaneous collective behavior.
4. What emotions motivate crowds and masses?
5. What are examples of crowd behavior? Mass behavior?
6. What is a social movement?
7. What are the types of social movements?
8. How do the goals of social movements differ?
9. How do the goals of a social movement determine how the social movement is classified?
10. What are examples various types of social movements?
11. What is the difference between political and social revolutions?
12. What is the Relative Deprivation Theory?
13. What is Resource Mobilization Theory?
14. What is Value Added Theory?
15. What are the conditions for collective behavior?

RELATED ACTIVITIES

1. List five specific non-textbook examples of collective behavior, beginning with the least organized and moving to the most organized.
2. Identify a recent or current social movement with a leader who has charisma—as defined by Max Weber. Identify a local or national leader, and describe the special qualities of that leader. Then describe situations in which the leader appears to be inspiring followers. What does the leader say and do? What do the followers do that indicate that they are being motivated?
3. Describe a recent example of mass public behavior. In your description, give some indication of the size of the population involved. What actions, events, and situations surrounded the collective behavior?
4. Identify a current or past radical social movement, and describe the changes in the social system it is trying or tried to bring about.
5. Using the sociological imagination that you have gained in this course, discuss what are some positive steps that you believe might be taken in the United States to make our society a better place for everyone? What types of collective behavior and/or social movements do you think might be required in order to take those steps?

PRACTICE TEST

Multiple Choice

Choose the BEST answer.

1. Which of the following is NOT an example of collective behavior?
 - A. Riots in Los Angeles after the trial of the police officers accused of beating Rodney King.
 - B. The strikes and picketing that spurred the labor movement.
 - C. Demonstrations that enlivened the women's movement.
 - D. A television program broadcast worldwide .
2. The term _____ refers to a continuum of unusual or nonroutine behaviors that are engaged in by large numbers of people.
 - A. social movement
 - B. collectivity
 - C. fad and fashions
 - D. collective behavior

3. One of the reasons sociologists are so interested in studying collective behavior is because it provides insight into _____.
- A. social change
 - B. panic crowd behavior
 - C. mob control
 - D. All of the above
4. Which of the following is NOT a characteristic of collective behavior?
- A. It involves unusual behavior.
 - B. It involves non-routine behavior.
 - C. It involves behaviors that occur everyday.
 - D. It involves behavior that is engaged by large numbers of people.
5. A _____ is a large number of people who are gathered together in close proximity to one another; a _____ is more diffuse and does not occur in a physical setting.
- A. mass; crowd
 - B. public; crowd
 - C. crowd; public
 - D. crowd; mass
6. A large number of people watching the same television program, at the same time, in different locations throughout the United States is an example of a _____.
- A. mass
 - B. crowd
 - C. public
 - D. collectivity
7. Which of the following is an example of a crowd being motivated by joy?
- A. Attendees at a Mardi Gras parade
 - B. Audience at a rock concert
 - C. Fans gathered in a soccer stadium for the World Cup
 - D. All of the above
8. _____ are intentional efforts by groups in a society to create new institutions or reform existing ones.
- A. Social movements
 - B. Fads and fashions
 - C. Collectivities
 - D. Spontaneous behaviors

9. The Ku Klux Klan is an example of a _____ social movement.
- A. revolutionary
 - B. reformist
 - C. reactionary
 - D. expressive
10. Men practicing collective drumming to bond together and express suppressed emotions is an example of a(n) _____ social movement.
- A. millenarian
 - B. messianic
 - C. reformist
 - D. expressive
11. The Civil Rights Movement is an example of a _____ social movement.
- A. reformist
 - B. revolutionary
 - C. reactionary
 - D. conservative
12. Which of the following is an example of a social movement?
- A. Crowd behavior at a football game
 - B. Mass behavior panicking
 - C. Mass suicide
 - D. Civil rights
13. The Million-Man March in Washington, DC, in the fall of 1995, had elements of both the _____ and a _____ social movement.
- A. reformist; reactionary
 - B. reactionary; conservative
 - C. reformist; expressive
 - D. reactionary; expressive
14. Sociologists examine social movements by looking at _____.
- A. the nature of the change the movement seeks
 - B. the amount of change the movement seeks
 - C. the goals of its members
 - D. All of the above
15. Mothers Against Drunk Driving (MADD) was a:
- A. Religious movement.
 - B. Reform movement.
 - C. Resistance movement.
 - D. Revolutionary movement.

16. Which theory attempts to explain why a person joins a revolutionary movement by looking at the person's poverty in relation to others?
- A. Relative deprivation
 - B. Poverty relatedness
 - C. Deprivation ratio
 - D. None of the above
17. Which theorist was responsible for the development of *contagion theory*?
- A. Clark McPhail
 - B. Gustave Le Bon
 - C. Robert Park
 - D. Herbert Blumer
18. What event spurred Victor Ayala's journey to better understand HIV?
- A. His child was diagnosed HIV positive.
 - B. A close friend of his was diagnosed with AIDS.
 - C. A family member contracted HIV.
 - D. All of the above.
19. Sociologist Victor Ayala pursued his doctorate in sociology, writing his dissertation on _____.
- A. homelessness and children
 - B. AIDS and homelessness
 - C. HIV and gays
 - D. women and AIDS
20. Which of the following statements is NOT true of Victor Ayala's work?
- A. His work began as volunteer work.
 - B. He taught at a community college.
 - C. He worked with AIDS patients at night.
 - D. He had no time for speaking engagements.
21. The publically expressed feeling perceived by participants and observers as the most prominent in an episode of collective behavior is
- A. the dominant emotion.
 - B. an acting emotion.
 - C. a perceived emotion.
 - D. None of the above.
22. Which sociologist studied lynching?
- A. Le Bon
 - B. Park
 - C. Killian
 - D. Cantril

23. Which of the following statements is NOT true of Victor Ayala's work?
- A. His work began as volunteer work.
 - B. He taught at a community college.
 - C. He worked with AIDS patients at night.
 - D. He had no time for speaking engagements.

True / False

1. People engaging in collective behavior may be divided into crowds and masses. A crowd is a number of people who share an interest in a specific idea or issue but who are not in one another's immediate vicinity. By contrast, a mass is a relatively large number of people who are in one another's immediate vicinity.
2. Mob violence tends to dissipate relatively quickly once a target has been injured, killed, or destroyed. Sometimes, actions such as an effigy hanging are used symbolically by groups that are not otherwise violent.
3. Scholar Gustave Le Bon asserted that emotions such as fear and hate are contagious in crowds because people experience an increase in personal responsibility; they will do things by themselves that they would never do as a collectivity.
4. Rumors thrive when tensions are low and when an abundance of authentic information is available on an issue of great concern.
5. A fad is defined as a currently valued style of behavior, thinking, or appearance. Unlike fashions, fads tend to be longer lasting. A fashion is a temporary but widely copied activity enthusiastically followed by large numbers of people.
6. Public opinion consists of the attitudes and beliefs communicated by ordinary citizens to decision makers. It is measured through polls and surveys, which use research methods such as interviews and questionnaires.
7. Social movements are more likely to develop in preindustrial societies than in industrialized societies, where acceptance of traditional beliefs and practices makes such movements unlikely.
8. Sociologists distinguish among movements on the basis of their goals and the amount of change they seek to produce. Some movements seek to change people whereas others seek to change society.
9. Religious (expressive) movements seek limited change in some aspect of people's behavior. For example, early in the 20th century, the Women's Christian Temperance Union attempted to get people to abstain from drinking alcoholic beverages.
10. New social movement theory looks at a diverse array of collective actions and the manner in which those actions are based in politics, ideology, and culture. It also incorporates factors of identity, including race, class, gender, and sexuality, as sources of collective action and social movements.

Essay Question

Answer the following question using complete sentences in a well-developed essay.

1. Identify a current or past social movement, and describe the changes in the social system it is trying or tried to bring about.
2. How do social movements develop?
3. What is the primary focus of research based on frame analysis and new social movement theory?

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple Choice:

1. A.....LO 1.....textbook, pp. 540-542
2. D.....LO 1..... video segment 2
3. A.....LO 1..... video segment 2
4. C.....LO 1..... video segment 2
5. D.....LO 1..... textbook, p. 543; video segment 2
6. A.....LO 1..... textbook, p. 543; video segment 2
7. D.....LO 1.....textbook, pp. 544-545; video segment 2
8. A.....LO 2.....textbook, pp. 551-552; video segment 4
9. C.....LO 2..... video segment 4
10. D.....LO 2..... video segment 4
11. A.....LO 2..... video segment 4
12. D.....LO 2.....textbook, pp. 551-552; video segment 4
13. C.....LO 2..... video segment 4
14. D.....LO 2..... video segment 4
15. B.....LO 3..... textbook, p. 553
16. A.....LO 3..... textbook, p. 555
17. B.....LO 3..... textbook, pp. 545-546
18. C.....LO 4..... video segment 5
19. B.....LO 4..... video segment 5
20. D.....LO 4..... video segment 5
21. A.....LO 2..... textbook, p. 544
22. D.....LO 2..... textbook, p. 546
23. A.....LO 2..... textbook, p. 550

True / False

1. FalseLO 1 textbook, p. 543
2. TrueLO 1 textbook, pp. 544-545
3. FalseLO 2 textbook, pp. 545-546
4. FalseLO 2 textbook, pp. 548-549
5. FalseLO 2 textbook, p. 550
6. TrueLO 2 textbook, pp. 550-551
7. FalseLO 1 textbook, pp. 550-551
8. TrueLO 1 textbook, p. 553
9. FalseLO 1 textbook, p. 553
10. TrueLO 1 textbook, pp. 558-560

Essay Question

Answers should include the following types of statements/points:

1.LO 2textbook, pp. 551-560; video segment 4

Social Movements:

- Anti-war
- Civil Rights
- Environmental protection
- Labor
- Women's movement
- Gained the right to vote (19th Amendment)
- Fighting to eliminate gender-based discrimination in employment
- Continuing pressure to end wage inequality
- Gaining respect for "women's work"
- Increasing access to education
- Continuing to seek an end to sexual harassment
- Seeking more political representation

2.LO 1 textbook, pp. 554-560

Three stages of social movements are:

- A preliminary stage in which unrest results from a perceived problem.
- Coalescence where people begin to organize.
- Institutionalization where an organization is developed and paid staff replaced volunteers in leadership positions.

3.LO 1 textbook, pp. 557-560

Research that is based on frame analysis frequently highlights the social construction of grievances through social interactions. Different types of framing occur as problems are identified, solutions are sought, and people feel like they should take action. Like frame analysis, new social movement theory has been used in research that looks at technological disasters and cases of environmental racism.

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